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ABSTRACT

Beginning in 1978, Fullerton College implemented a mandatory assessment/placement program designed to assess student skills, ameliorate skill deficiencies through basic instruction, and place students in classes appropriate to their level of competency. A study was conducted to determine the impact of the skills prerequisite system on the progress and performance of students. The study examined placement patterns, dropout rates, effects of remediation on subsequent grade point average (GPA) and academic persistence, differences attributable to age and sex, frequency of misplacement, and the relationship of reading levels and math scores. Two research samples were selected from the population of 8,250 students tested in 1982-83 by means of a cluster sampling: a group of 658 students tested in preparation for fall 1982 enrollment and a group of 419 students who successfully enrolled in specific remedial courses in reading, writing, and mathematics. Study findings included the following: (1) test scores showed that 85% of the students needed remediation in writing, 69% in reading, 48% in computation, and 67% in algebra. (2) students who did not enroll in remedial courses during their first semester rarely did so during their second; and (3) misplacement rates were 9.3% in writing, 6.2% in reading, 1% in computation, and 33.4% in algebra. The bulk of the study report consists of data tables detailing scores, grades, and other findings. (HB)

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EVALUATION OF THE SKILLS PREREQUISITE SYSTEM AT FULLERTON COLLEGE (A Two Year Follow-up)

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MARCH, 1984

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EVALUATION OF THE SKILLS PREREQUISITE SYSTEM AT FULLERTON COLLEGE: A TWO YEAR FOLLOW-UP STUDY

HISTORY:

This is a report of a study designed to assist in the evaluation of the Skills Prerequisite System at Fullerton College. In 1977-78 a proposal was submitted to President Borst of Fullerton College. This proposal was essentially predicated upon the assumption that the sharp decline of student success and completion of programs of study at Fullerton College was partially the result of deficient academic learning skills such as reading, writing and mathematics. At that time the anticipation was that a system designed to assess skills, ameliorate by basic instruction in the skills, and placement of students in classes appropriate to their level of competency would have direct, immediate results which would reduce the rate of student withdrawal from their classes by at least 10%. In 1977-78 the college withdrawal rate had reached the 38% level which was in dramatic contrast to the withdrawal rate in 1967 of 18%.

A grant proposal was submitted to the State Chancellor's Fund for Instructional Improvement, and subsequently money was granted to pursue the extensive project. In the Fall, 1978 semester research was begun which was to determine what level of skill a student needed in order to have at least a 50-50 chance at successful completion of 122 individual class sections in 52 entry level courses across the curricula at Fullerton College. Approximately 4,000 individual students were assessed for reading, writing and mathematics skills which were determined to be critical to success by the instructional staff involved with each of the entry level courses. In the overwhelming majority of courses, the instructional staff teaching the given course specified the skill of reading as most fundamental. Following the assessment of their reading skills (or writing and mathematics) instructors continued using their prior instructional styles and procedures. At the end of the semester student grades and reading levels were analyzed to determine the level of skill required to succeed at the 50-50 chance level. After careful evaluation of the information the instructional staff involved in the teaching of the course determined the experimental cut-off score in reading required to succeed and requested that those students below the cut-off either complete a program of reading instruction or concurrently enroll in such a program before pursuit of the given course. After the determination and placement of the skill prerequisite on these experimental courses, counselors in their advisement of students somewhat consistently placed students in courses accordingly.

A follow-up study using a before and after design for each course revealed that the "W" rate was in most courses dramatically reduced in the experimental courses which had the reading skill prerequisite.

In those courses which did not implement the reading prerequisite, and in which the reading dependency was equal or comparable to the reading dependency of the

courses with the prerequisite, the percent of reduction or increase in "W"s was variable, with the majority of courses showing no change or a reduction in the "W" rate. The non-prerequisite courses averaged a 2 percent reduction of "W"s and the experimental reading prerequisite courses averaged a 7 percent reduction of "W"s. This was a 9 percent reduction in the "W"s across all courses involved in the study. Moreover, the college completion rate improved over the 5 year period from 62 percent in 1977-78 to 77 percent in 1982-83. (See Appendix D, Grade Distribution)

After careful consideration and evaluation of the results of the three year research program, the staff at Fullerton College proposed that the reading skill prerequisite be applied to all entry level transfer reading dependent courses in the 100-200 series in all disciplines.

Fullerton College adopted the recommendation of the Skills Prerequisite Advisory Committee with full approval of the recommendations by the Academic Senate, the President's Cabinet and the Board of Trustees of the North Orange County Community College District.

TOTAL POPULATION CHARACTERISTICS AT FULLERTON COLLEGE:

The student population in Fall, 1982 at Fullerton College can be described as a suburban, primarily caucasian, within the age ranges of 17 through 65 average age of 23.7 for day, 30 for evening and a large majority of continuing students (7486, day); 3,121 evening. First time entry students 3,159 day and 7,621 returning students (1,073 day, 1,070 evening) and transfer (1,267 day, 1,053 evening), entering students are primarily drawn from feeder high schools within a 15 mile radius of the campus in Orange County, predominantly originating from Orange County; transfer students are primarily from adjacent institutions of higher learning within a 20 mile radius; most are high school graduates, non-veterans, with degree objectives with the intent of transferring into upper division degree programs in the typical array of B.A. programs ranging from Agriculture to Zoology (11,143), nontransfer programs ranging from Accounting to Word Processing (2,933) and a very large number are undecided about actual major field of study (9,387). The population is equally represented with women outnumbered by men, (male 6,956, female, 6,406 day and male, 2,961, female, 3,410 evening). The typical student carries an average unit load of 10 units day population, 4.4 evening population. Most graduated from high school in the last decade, (see Appendix B, C, D for additional detail). Most are fundamentally deficient in reading skills, writing skills and very few, 16%, are able to write clearly. 65% are below college reading skills level and 20% demonstrate competency in high school algebra, 40 percent are equipped with 6 grade computation skills (see Table I). The population is ethnically diverse. The majority are White (non-Hispanic), Hispanic, Asian Pacific, Black in that order with a slow trend in changes towards an increased minority representation in the total population. Most students commute less than 6 miles by auto and are employed part time while attending classes. The campus is highly impacted in population with the high tech-science areas severely impacted. The faculty is mature, tenured and has high longevity of service. The vast majority of instruction is performed by full time teaching faculty.

PURPOSE:

Those involved in this decision-making process rightfully were concerned about the answer to the fundamental question, "Does it do what it is intended to do

*Table IIA for research sample of population age distribution

for students?" As a result of previous research over the period of 3 years it was reasonable to assume that the college "W" rate would be reduced and did in fact decline from 38% to 21% following implementation college wide. In addition to the results from the prior research, it is necessary to determine what impact the Skills Prerequisite System has on the progress and ultimate performance of students.

Consequently, additional research was begun to answer the primary question above. This study was designed to find answers to the following array of queries that include:

1) What percentage of students who undergo their initial assessment of skills subsequently enroll?

2) Are there significant differences in the skills levels of those who do enroll and those who don't enroll?

3) What percentage of the given population should have been enrolled in the various levels of instruction in reading, writing and mathematics? These levels are designated as the following:

   READING: Adult Education Reading, Reading Skills 56A, Reading Skills 56B, Critical Reading 142, Rapid Reading 133A-B.

   WRITING: Adult Education Writing, Grammar & Comp. for Foreign Students, 53AB Preparation for College Writing 60, Practical Comm. 51, College Writing 100, 102, Bus. English and Bus. Comm. 111

   MATHEMATICS: Math 10, 20, 30,110, R. Math 80, 181A-B, Bus. Math 51, 151.

4) What percentage of the students who should have received placement in the above designated courses were actually so placed (as determined by transcript of record) in the first, second or third semester?

5) What percentage were successfully placed in the above designated courses and subsequently dropped prior to completion of the course?

6) Are there identifiable differences of completion at the various levels of skills associated with the above designated courses?

7) Do students who successfully complete the above designated courses improve their subsequent overall G.P.A. at a significant level above the students that do not successfully complete the courses?

8) Do students who successfully complete remedial experiences in the above designated courses have significantly different patterns of longevity in the pursuit of their college education?

9) Are there differences in skills levels that are associated with the groups of students between 17-21, 22-25, 25 and above ages?

10) What percentage of students progress through the full sequence of courses in each of the skills of reading, writing and mathematics?

11) Do more men than women need and take remedial courses?

12) Do more men than women drop the above designated courses? And if so, at what point in the sequence of courses of instruction do they do so?

13) Are there differences in math scores of "good" readers vs "poor" readers? "Good" readers are defined as 55 and above; "poor" readers are defined as 45 and below.

14) Are there significant differences in the number of units pursued by high and low scoring students?

15) What is the actual frequency of misplacement in the various programs of remediation?

16) What are the frequencies of probationary students in the high, middle and low score range in reading skill?

POPULATION:

A cluster sampling procedure was used, based upon a need for a representative group of high, middle and low scoring students. Cases within a cluster were randomly drawn from the population of students who were tested in preparation for enrollment in the Fall of 1982. These students were tested between March and September of 1982. The total number of students tested was approximately 6,300; 658 students were included in the sample indicated above.

A second group of students was randomly drawn from those enrolled in the various remediation courses in writing, reading and mathematics provided by the Divisions of Humanities, Mathematics and Engineering, Technical Education and Business Education. The specific courses were as follows:

Reading:	51 Developmental Learning
	56A Reading Skills
	56B Reading Skills
	142 Critical Reading
	133AB Rapid Reading
	(Adult Education Reading)
Writing:	55 Business English
	53AB Grammar and Comp. for Foreign Students
	60 Preparation for College Writing
	51 Practical Communications
	100 College Writing
	102 Introduction to Literature
	111 Business Communications
	(Adult Education Writing)

Mathematics: 51 Basic Business Mathematics
151 Business Mathematics
10, 10T College Arithmetic
20, 20T Elementary Algebra
30 Plane Geometry
110, 110T Intermediate Algebra
80 (Technical Education) Related Mathematics
181A-B Technical Mathematics

The total number of 419 students was specifically selected on the basis of enrollment in at least one of the remedial class sections that are listed above. A given student may have been enrolled in only one remedial course of reading, writing, or mathematics or three or four courses in each of the three skills.

The 419 specifically selected students enrolled in remediation programs were pooled with those who were in the first group discussed above.

The results reported are based upon a total of 1,077 students who were tested during the March through September 1982 testing period. Not all students tested, however, enrolled in the Fall of 1982. Students who took the tests and did not subsequently enroll at Fullerton College were included in the sample of the population in order to determine the proportion of the tested population subsequently enrolled in order to isolate what skill levels may have been assoicated with non-enrollment.

Various demographic, testing results, academic performance and other characteristics were gathered on the 1,077 students. These data included the following:

1. sex
2. year of birth
3. date of testing
4. date of enrollment
5. total score of COOPERATIVE ENGLISH: EXPRESSION
6. total score of COOPERATIVE ENGLISH: READING
7. computation and algebra scores of the SKILLS IN COMPUTATION AND ALGEBRA TEST. (Institutionally developed)
8. Remedial courses in which each student enrolled and their subsequent grades such as A,B,C,D,F,I,CR,NCR, and the semester of enrollment as 1st, 2nd, 3rd.
9. Grade point average for each semester of enrollment: cummulative grade point average
10. Units completed and dropped each semester
11. Self-identified ethnic origin
    - A. American Indian
    - B. Asian
    - C. Black
    - D. Filipino
    - E. Hispanic
    - F. White Caucasian
    - G. Unknown or Other
12. Place of Birth - U.S. or Foreign

RESULTS:

One highly critical question that needed to be addressed was: what percentage of the students tested actually enrolled? This study determined that 80% of

the random sample actually enrolled at Fullerton College. The reason for such a question is that it is helpful to know the cost of assessing the skills of potential students who never enroll. The average cost per student for assessment prior to enrollment at Fullerton College is $4.50, which amounts to a total assessment cost of nearly $30,000 for the fall semester, 1982 (for all students whether or not they enroll). Thus, approximately $5,670 was spent for the 20% who never enrolled. Such cost factors suggest that it may be necessary to charge students an assessment fee to defray initial costs of assessment of their skills in writing, reading and mathematics.

One can only wonder why 20% of the students assessed prior to matriculation did not pursue enrollment. Did they find jobs, attend other colleges, become frustrated in obtaining classes during their first registration, or become discouraged because of their new awareness of their academic skills level? Unfortunately, this study cannot answer this question. All that can be said is that a reasonable estimate of approximately 1,200 students who were assessed prior to enrollment did not enroll at Fullerton College. Subsequent research may need to be done to determine the reasons for non-enrollment.

DIFFERENCES IN SKILLS:

The results of comparing those who did enroll and those who did not enroll are shown in Tables III and IV. There are significant differences in the assessed skills in writing, reading and computation but not algebraic skills for the two groups. Those who did not enroll scored significantly lower on writing, reading and computation skills than those who did enroll. However, the differences between the two groups are possibly not great enough cause for true excitement over the tendency of those who did not enroll to score lower than did those who enrolled at Fullerton College. Examination of the data presented in Table IV A and IV B indicates that many who did not enroll are in the lower range of skills. Tables V, VI, VII, show enrollment placement in the writing, reading and mathematics courses designed to ameliorate skill deficiencies.

WRITING:

The data in Table V indicate that 63% of the sample population secured placement in English 60 or 51 as the first writing course; 11.6% secured placement in 55 Bus. English and 7.6% secured placement in 53AB English for Foreign Students; 16% qualified and secured enrollment in English 100 in their first semester at Fullerton College.

The enrollment figures for their second semester at Fullerton College suggest that very few of the students remain or secure enrollment in the next level of writing instruction. Only 4% of the students enrolled in the next level of writing instruction within the Bus. English sequence during their second semester. A similar "fall out" phenomenon occurred in the groups that secured enrollment in English 51 or 60 during their first semester. Only 53 of the original 190 subsequently enrolled in their second semester in English 100. Of the 49 students who enrolled in their first semester for English 100, only 9 enrolled in English 102 during their second semester at Fullerton College.* The number of students enrolled in a writing course declined from 301 for the first semsester to 98 in the second semester. This decline is probably typical

*A year of Freshman Composition and Literature is a standard transfer breadth requirement at nearly all four year colleges and universities.

across the community college population. Such decline could be interpreted to mean that most students do not choose to pursue any more instruction in writing than is absolutely necessary.

It is also difficult to determine how many students were required to repeat their first course before moving to the next level of instruction. However, at the end of the second semester at Fullerton College, the number of students completing instruction in basic college level writing totaled only 119 which is 39% of the sample population. One can conclude that the "fall-out" is extremely high and that very few reach the level of writing skill that should prevail among students at the community college.

READING:

Since reading skill instruction is now required at Fullerton College following implementation of the Skills Prerequisite System in the Fall, 1982 semester, special note of enrollment in reading should be made. Approximately 57% were enrolled in basic reading instruction obtained by enrollment in 56A Reading Skills; and, 26% were enrolled in 56B Reading Skills in their first semester.

It is interesting to note that fewer students enrolled in reading courses their first semester than actually enrolled in writing courses. One hundred twenty-seven enrolled in reading courses, whereas 301 enrolled in writing courses. Approximately 57% enrolled in 56A Reading Skills during their first semester. A total of 127 students enrolled in any reading course during their first semester in contrast to 24 who enrolled in a reading course during their second semester. Very few pursue reading skill development beyond the first semester of instruction.

MATHEMATICS:

The enrollment in mathematics follows a similar pattern that is seen in both reading and writing. The "fall-out" phenomenon persists in mathematics. The enrollment pattern for those who need special instructional assistance in mathematics is shown in Table VII. Examination of enrollment patterns suggest that very few students who are deficient in mathematics compentency persist beyond a first course of instruction and pursue additional instruction at the next higher level of mathematics in the second semester of enrollment. One could say that great expectations are "dashed upon the rocks" of mathematics, a fundamental competency in today's high technology world. In addition, it could be concluded that few will pursue development in mathematics beyond the minimum required by the institution. In the first semester of enrollment 230 students secured enrollment in mathematics courses and by the second semester 63 were still pursuing develoment of their mathematics skills. One might conclude that mathematics creates the highest frequency of "the academic Waterloo" for students in the community colleges, if the phenomenon at Fullerton College is representative of the community college population. It should be noted that many of these students are experiencing their "second try" at mastering basic skills in mathematics. How many times one can expect to fail before "giving up" on mastering of mathematics is a good question. Is the saying "once, twice, three times your out," a real phenomenon? It would appear to be the case, at least in mastery of mathematics. It could be said that few shall prevail to full mastery of skills in computation and algebra. In the population served by community colleges, is it fair to say that mathematics is

the major limitation faced by the students who aspire to enter the professions in a high technological era?

If 230 students enroll in their first semester of collegiate instruction and only 63 are still enrolled in subsequent mathematics instruction by the second semester, one must wonder on the question of "why?" The "fall-out" rate of 73% raises a question about what can be done to increase the successful pursuit of mathematics compentencies beyond simple arithmetic at the seventh grade level!

MISPLACEMENT IN WRITING:

Misplacement in a complex system is a major concern. Examination of Table VIII contains the data on misplacement during the first semester of Fall, 1982. The misplacement rate in writing appears to be 9.3 percent; and moreover, misplacement in English 100 accounted for 7 percent of the writing misplacement. The instructors of English 100 are allowed to admit students who did not qualify by test score. After taking a writing sample test and successfully demonstrating writing skills required for pursuit of English 100, the student may be granted admission to English 100.

MISPLACEMENT IN READING:

Misplacement in reading courses stands at 6.2 percent; and again, reading instructors may move students to another course based upon a second testing of reading skills which occurs in reading classes.

MISPLACEMENT IN COMPUTATION:

Computation scores are used to place students in courses to ameliorate arithmetic skills in three instructional divisions: Business Education, Math and Engineering, and Technical Education. The majority of the 1 percent misplacement is created by those attempting a class in arithmetic when they already had demonstrated competency to have pursued a more advanced course.

MISPLACEMENT IN ALGEBRA:

Misplacement predicated on algebra scores is highest at 33.4 percent (in the four skill areas). However, it should be noted that prior instruction in high school with "A" and "B" grades and the algebra score are criteria for placement in Elementary and Intermediate Algebra. A breakdown of the 33.4 percent misplacement shows that 22 percent is associated with Algebra 20, 20T; 9.1 percent is associated with Intermediate Algebra 110, 110T; and, the remaining 2.3 percent is with all other courses.

The 419 sample of population that enrolled in remediation courses during the Fall, 1982 was drawn at random from the roll sheets of all remedial courses. The courses include 55 Bus. English, 56A-B Reading Skills, English 51 and 60, Bus. Math 51, Related Math 80, Math 10, 10T and Math 20, 20T. As shown in Table IX, 87.9 percent of this population were enrolled for the first time during the fall semester of 1982. Students who successfully completed enrollment but did not show for the instruction constituted 5.7 percent; and 3.3 percent transferred out of their remediation course. Twenty six students (or 6.4 percent) enrolled in the college during prior semesters ranging through the Fall, 1979 to Spring, 1983. A check on subsequent enrollment of those 23

"no show" students that did not enroll during the Fall, 1982 revealed that only 4 students or 1 percent of the 405 reentered for the first time during the Spring, 1983 semester.

DIFFERENCES BETWEEN "NO SHOW" AND "ENROLLED" STUDENTS:

A comparison of the "no show" group with the enrolled group regarding the tested skills of writing, reading, computation and algebra is shown in Tables X and XI. The two groups differ in the level of skills in reading only and demonstrate no significant differences in writing, computation and algebra skills. The "no shows" have a mean reading score of 47.34 and the enrolled have a mean reading score of 40.89. Such results suggest that the students may have "tested out" of reading classes as a result of a second testing of their reading skills which occurred in class.

PROGRESSION THROUGH LEVELS OF INSTRUCTION:

The data on the sample of the population that enrolled in writing courses, presented in Table XII, indicates that students were most frequently enrolled during Fall, 1982 in English 51, 60 (63.1%), followed by English 100 (16.3%), then Bus. English 55 (11.6%) and 53AB English "Grammar and Composition for Foreign Students" (7.6%). During the Spring semester of 1983, 54.1% enrolled in English 100, 22.4% enrolled in English 51 or 60, 9.2% enrolled in English 102, and 4.1% enrolled in Bus. Communications 111. If it were logical to pursue immediately the following semester the next level of instruction in writing, very few students follow such logic in their course enrollment pattern. Why 190 students were enrolled in English 51, 60 and only 53 enrolled the following semester (Spring of 1983) in English 100 is unanswerable. A similar pattern occurs in the 55 Bus. English and the subsequent level course Bus. Communications 111. The "fall out" phenomenon may well be due to dropping out of college or the difficulty in enrolling in the next level of instruction because of closed classes.* The current priority registration system, based upon the units completed, may make successful logical progress from remediation into the next level of instruction nearly impossible!

The proportions of the remediation population enrolled in reading instruction is shown in Table XIII; 53.9% were enrolled during Fall, 1982 in 56A Reading Skills, 41.2% were enrolled in 56B Reading Skills. The students who successfully complete their courses in reading are not required to engage in additional reading instruction. Moreover, most students are required to remediate their reading skills in the first semester of enrollment at Fullerton College.

The enrollment pattern seen in both writing and reading courses prevailed in the mathematics sequences shown in Table XIV.

* See Appendix A

If logical sequencing of instruction were to occur, approximately 62 students would have enrolled in 151 Bus. Math during the Spring, 1983. Instead, only 1 student was enrolled in 151 Bus. Math in Spring, 1983. The data suggests a slightly better logical progression in the movement from 10, 10T to 20, 20T Algebra and 80 Related Math to 181A Tech. Math.

Again, the question of "fall-out" can be raised. And moreover, is it reasonable to expect low skill students to function differently than they have most of their academic life?

ADULT EDUCATION:

With full implementation of the Skills Prerequisite System it was soon abundantly clear that the instructional programs for remediation were not prepared to teach basic skills to a very large group of students at the lower end of skills competencies. Because so many students were at a level of writing and reading skills below the intended level of instruction available in the remediation courses, special programs were needed. The programs to remediate at below 7th grade level could not be designed and staffed with the staff allocation available. Consequently the instructional programs for those students with extremely deficient skills in writing and reading were placed under the financial and staff jurisdiction of Adult Education. Enrollments were extremely low during the pilot start up during Fall 1982. Improvements in the referral process of students and expanded opportunities for students during the Spring Semester of 1983 and Fall 1983, improved enrollment in these programs significantly. As shown in Table VII A, 60 students were enrolled in the Spring 1983 reading program (61%) and 66 were enrolled in the Fall 1983 program.

The effort to determine the number of students who became qualified to enter 56A Reading Skills was carried out in Fall 1983. As a result of their progress 91% of the students at the end of the course tested high enough to progress to the next level of instruction; and the raw score gain was an average of 21.73.

One major issue is should colleges place a "floor" or limitation on enrollment in the community colleges predicated on basic skills? If our particular experience is indicative of what can be accomplished by providing proper instruction for the low end group, it becomes evident that such low skills students can benefit and in one semester prepare themselves for the next level of skills remediation. Therefore, a "floor" that excludes students rather than a "floor" that provides appropriate levels of instruction must be considered carefully. On the basis of the Fullerton College experience the later, a "floor" that mandates appropriate instruction, should be the treatment of choice for low skills students upon entry.

SEX AND NEED FOR REMEDIATION:

Information on the representation of males and females in the population needing remediation of skills is presented in Tables XVI B and XVI C. The frequencies indicate that males clearly outnumber females needing remediation in both reading and writing skills; in mathematics the males and females are equally represented in the population needing remediation.

Moreover, the data presented in Table XVI B indicates that males are less likely to successfully complete the remediation experiences in reading and

writing instruction than are females. In mathematics the successful completion is equally likely for both sexes. It should be noted that determination of successful completion is based upon obtainment of letter grades of "A", "B", "C", and "D".

COMPLETION OF REMEDIATION:

Once adequate provision of remediation for first time students has been provided, the secondary issue is "how many actually complete the remediation experience provided by the college? Data to partially answer that question are presented in Table XVI A, B, C. The data presented in Table XVI A are grouped into skill areas rather than by remediation courses. When all reading, writing, and mathematics courses are combined into clusters of skills, the completion rates are quite similar. The completion rate for reading students is approximately 60%; the completion rate for writing is approximately 68%; and, a 58% completion rate occurs in mathematics.

When the "W" grade is singled out as is done with the data shown in Table XVI C on the basis of the specific courses of remediation and also by sex, a clearer impression of the sources of non-completion is obtained. More males obtain "W" grades than women in all programs of remediation. Because more males require remediation in the beginning of their college careers, their high representation among the students "dropping out" with "W" grades is not surprising and is generally consistent with the results of prior research on differences between males and females on the basic academic skills and abilities. Moreover, more males than females obtain "W" grades rather than "I" or "F" grades in the remediation courses in reading and writing.

In both reading and writing remediation the non-completion rate is in the 30% range. The non-completion rate in arithmetic is in the 10-15% range and in the algebra courses the non-completion rate is in the 13% range.

RELATIONSHIP OF MATH AND READING SKILLS:

The question has often been asked, "are there differences in math skills associated with level of reading skills?". As shown in Table XVII, poor readers (defined as 0-45) score very low on the computation skills; intermediate readers (46-55) in the middle range on computational skills and good readers (55+) are most likely to score high on computational skills. However, the correlation is not a significant and direct correlation. Consequently, math testing is a necessary assessment and is most critical in evaluation of computational skills. When we look at the performance of poor, intermediate and good readers on the algebra test the correlation is non-existant and the tendency of good readers to score high is not present.

ETHNIC REPRESENTATION:

A standard criticism of all testing has been that ethnic groups are discriminated against by most standardized testing. One reason for such concern is that many who have had different cultural experiences are at a true disadvantage if their responses are incorrectly matched with the cultural bias contained in the designated correct responses. In the case where special academic skills are being assessed, the issue of cultural bias is not as important an issue. No attempt was made in this particular study to determine

the extent of cultural bias in the three instruments used to assess reading, writing and mathematic skills.

However, information is available that can partially respond to this "social issue" extant in California. The self-designated ethnic origin obtained from the initial application blank is the source of ethnic origin identification. Such ethnic origin information may not reflect adequately true ethnic origin. Some do not respond on the application blank to the items of ethnic origin; some distort for the "general principle of it all"; still others may not truly know their ethnic origin. Moreover, if a student has not enrolled or later withdraws from the College, the information about ethnic origin is removed from the student data base at the time non-enrolled students are purged from the student data base the following semester. Consequently, more students' ethnic origin is unknown or unavailable. Therefore, the above mentioned conditions and associated qualities of the results shown in Tables XVIII and XVIV must be noted. The data on the remediation students (those specifically enrolled in one or more remediation course) shown in Table XVIII suggests that the vast majority of this group are either White Caucasian or the ethnic origin is unknown, other, or lost data caused by purging of the data base information.

The representation of the ethnic groups suggests that no particular ethnic group is seriously over represented except the White Caucasian group which is 42% of the remediation group (see Appendix B for the total population at Fullerton College and self-identified ethnic origin and Table XIX).

The sample population (A) assessed students (658) Fall, 1982 is presented in Table XVIV. The data again shows that this particular sample of the total population is very representative of the total population at Fullerton College.

Place of birth is also shown in Tables XVIII and XVIV. The overwhelming majority are native born (68.4%) and 12.2% are foreign born and 19.4% are unspecified or unknown for the same reasons indicated above.

Because the remediation population is similar to the general population at Fullerton College in ethnic group representation it is difficult to determine whether or not ethnic origin is a critical determinant.

UNITS PURSUED BY POOR READERS AND GOOD READERS:

The data on units pursued by poor readers and good readers were summed across the two semesters of enrollment. This was done in order to find out if the total units attempted are actually different for the two groups of readers. The data in Table XX shows the units pursued by both groups. The two groups are only slightly different in the total units pursued by the end of the second semester of enrollment. The average of less than 2 units of pursued work is not however a significant difference, therefore it is more reasonable to conclude that the two groups do not differ in the total units attempted.

DOES REMEDIATION WORK?

The question of the efficiency and efficacy of the Skills Prerequisite System at Fullerton is a critical one.

READING:

During the Fall of 1982, the enforcement of the reading prerequisite lead to a quasi experimental situation. Many students who should have been placed in a remediation reading course successfully avoided such placement. Consequently, they effectively created the necessary quasi control group to compare with the experimental group who received remediation.

In the analysis of the data the population was separated into three sub-groups: "poor readers" (0-45), "intermediate readers" (46-55), and "good readers" (56+).

The poor reader group was further sub-divided into an experimental group that received remediation and a control group that needed but did not receive remediation. These poor readers were then compared on three outcomes: 1) cumulative grade point average, 2) total units completed and 3) total units dropped for 3 semesters.

The results are shown in Table XXI and a significant difference was revealed on two of three outcome variables. The cumulative grade point average over a three semester span of enrollment is significantly improved when a poor reader undergoes remediation in his first semester of enrollment. The mean for the remediated poor reader group was 1.83 cumulative grade point average, and the mean for the non-remediated poor reader was 1.60 cumulative grade point average. The remediated students completed an average of 16.56 units during the three semesters and dropped an average of 6.34 units, whereas the non-remediated students completed an average of 11.87 units and dropped an average of 5.43 units.

Moreover, as shown in Table XXII, intermediate readers who were not required to take reading courses achieved a mean cumulative grade point average of 1.70. (This intermediate reader group should have done better academically than the poor reader/remediated group.)

SUCCESSFUL REMEDIATION VS UNSUCCESSFUL REMEDIATION:

Additional analysis was completed on the poor reader group that received remediation. Those students who successfully completed the reading courses during their first semester Fall, 1982 with grades of "A", "B", and "C" were contrasted with those students who did not successfully complete the remediation experience and received "D", "F", "W", "I", or "NCR". Comparison of the two groups on the dependent outcome variables of cumulative grade point average for three semesters, units completed and units dropped is shown in Table XXI A. The successfully remediated students achieved a cumulative grade point average of 2.41 and completed 20.62 units; and the unsuccessfully remediated students achieved a cumulative grade point average of 1.65 and completed 8.20 units. Such a difference is indicative of the efficacy of ameliorating reading skills.

WRITING:

The same procedure of quasi experimental control design was used with the students who were poor writers. The results are shown in Table XXIII for these students. Remediated poor writers who were enrolled in English 51, 60

(Subj. A) achieved a significantly higher cumulative grade point average than did the non-remediated poor writers. The mean cumulative grade point average for remediated writers was 2.01 and the mean cumulative grade point average was 1.53 for the non-remediated poor writers. The remediated group completed an average of 20.28 units over the three semester period whereas the non-remediated poor writer completed an average of 8.06 units.

Such results clearly suggest that if a student receives remedial assistance via formal instruction in both reading and writing skills during their first semester of enrollment in a Community College, the student will more likely achieve at a higher level and will complete more actual college work successfully.

SUMMARY:

Fullerton College and its population are typical of suburban California community colleges. The college implemented, beginning 1978 through 1982, a mandatory assessment-mandatory placement program called the Skills Prerequisite System that involves 1) assessment of reading, writing, and mathematics skills of all entering first time students, 2) mandatory placement designed to ameliorate learning skills, and 3) prerequisite reading, writing, and mathematics skills in order to pursue collegiate level instruction in all reading, writing and mathematics dependent courses of study. The mandatory reading level is the (estimated 10th grade level of competency) level determined as necessary for success in order to pursue reading dependent courses.

In order to be fully matriculated students must be assessed on their skills, provide transcripts of all prior academic high school and college level instruction and receive counseling on their academic program of study.

This particular research project was undertaken with the express purpose of answering numerous queries about the impact of the System upon student behavior (see Statement of Purpose, pages 2 to 4).

The research population was selected by means of cluster sampling providing two research samples of the population. Sample A was a group of students testing in preparation for Fall, 1982 enrollment totaling 658. Sample B consisted of 419 students successfully enrolled in specific courses in reading, writing and mathematics designed to ameliorate identified skill deficiencies (see page 4 and Appendix E for course description). The total number of students involved in the project was 1,077. Sample A students enrolled in remediation courses were pooled with students in Sample B to constitute the remediation group in order to answer some of research queries.

THE RESULTS:

As a total population consisting of 8,250 students tested Fall and Spring 1982-83, 53% achieve reading scores that provide clearance to enter college level instruction upon entry; 16% clear for college writing instruction; 61% achieve clearance to second level non-remediation instruction involving computational skills and 56% who were assessed for algebra skills cleared and qualified for enrollment in intermediate algebra.

First time entry students constituted 85% of the population assessed during the Fall, 1982 testing period (March through September). The ages of the population assessed were as follows: 63.5 percent were 17-21; 16.4 percent were 22-25; 20.1 percent were 25 or over. Approximately 20% of assessed potential students did not enroll and demonstrated marked lower skills in reading, writing, and computational skills. The percents of students who should have enrolled in remediation courses in skills areas during their first semester are as follows: writing 85%; reading 69%; computation 48%; algebra 67%.

The overwhelming majority of first time entry students enroll in pre-college writing courses, in basic reading instruction designed for those with skills below the 10th grade level, and basic computation and arithmetic classes appropriate for the chosen major field of study during their first semester of enrollment. Moreover, those who wait to begin their remediation until the second semester rarely pursue remediation during that second semester.

Considering the high probability of misplacement potentially possible for matriculating students, very few were misplaced, with the highest misplacement occurring in writing skill courses and algebra instruction. In the computational skill courses students who were misplaced at a technical level should have pursued the next level of mathematics instruction. Approximately 3% of the 419 students tested out into a more advanced course in reading.

Very few students follow the logical progression from one level of instruction to the next level of instruction in any of the skill areas; this may be due to total withdrawal, "stop out" for a semester, "job out" and failure to complete successfully their first level of instruction in the skill under remediation. However, some of the postponement is caused by over-crowded or closed classes which may well contribute to the avoidance of the remediation of the learning skills. Males out number females in the need for amelioration of the basic skills and also tend to withdraw before completion of the remediation experiences provided by various remediation programs.

Older students tend to score as well as or better than younger students in reading, writing and arithmetic computation but not in algebra, which is most likely a result of the lapse of time and opportunity for use of algebra skills between prior instruction and ultimate enrollment in their first college experience.

Adult Education students successfully improve the reading and writing skills in one semester to such a degree that they can be mainstreamed into the next appropriate instruction.

Males more frequently need remediation than females do; but, also tend to withdraw from remediation at a significantly higher rate than do females. Women tend to persist and their rate of completion is higher than the rate of completion for men. Reading, computation and algebra skills are somewhat related or correlated. Good readers score higher than poor readers on computation but not on algebra.

The ethnic representation in the group needing remediation and placed in remediation is typical for the population at Fullerton College, however,

Hispanics and Whites are over represented in the group required to receive remediation. The average unit load pursued by good readers and poor readers during the Fall, 1982 and Spring, 1983 approaches a significant difference with good readers pursuing approximately 2 units more than poor readers.

The results clearly indicate that remediation in both reading and writing during the first semester of college enrollment has a positive effect upon ultimate academic achievement, completion of more course work in their college experience, and little effect upon the units dropped during the period of enrollment.

CONCLUSION:

Fundamentally, reading and writing skills are extremely critical to academic achievement. Remediation efforts to ameliorate these skills produce a higher academic performance of students. The students in this study of the effect of remediation upon their academic behavior, even though they are probably destined to remain at the low end of the spectrum of academic achievement, not only increase their skills in reading and writing (two essential forms of literacy in our society) but also increase their opportunity to improve their ultimate academic performance.

RECOMMENDATIONS:

The results of the study clearly support the concept of the Skills Prerequisite System at Fullerton College and such a system provides an effective model which other community colleges should consider implementing for the benefit of the vast majority of the student population.

Mandatory assessment and remediation combined with clear effective student advisement and counseling is a justifiable and effective educational endeavor. The direct benefits of such a system are: 1) augmentation of the probability of success of the student and 2) increased efficiency of the educational institution in achievement of its mission.

The findings of this study have implications for other missions of the community college, such as the provision of the first years of the collegiate experience for transfer students. Over the past decade the percentage of students transferring to 4 year colleges and universities has shown a steady decline. While there are many reasons for such decline, such as demographic changes, etc., it has been interpreted as a failure of the College to meet its responsibility and mission. An inference from this study can be sustained that if a similar effort for the higher skill students was implemented, more of them would be better prepared with skills to meet the challenge of transferring to their next level of higher education. Prior research has shown that when efforts at remediation and improvement of learning skills are provided, the effects are greater as natural ability increases. In the community college efforts to deal with the poor reader, poor writer and the inadequately prepared student we have neglected the potential transfer student and the more gifted. A program of cognitive skill enhancement should be implemented to augment the full development of their potential for achievement of their goals and successful transfer to subsequent experiences in higher education.

TABLE I

TOTAL POPULATION TEST DATA
FALL AND SPRING 1982-83
(N=8250 FOR MATH)*
(N=8902 FOR WRITING AND READING)*

N	%	SCORE RANGE	COURSES
Reading:			
696	8	0-26	Adult Education Reading
2157	24	27-39	56A Reading Skills
1355	15	40-45	56B Reading Skills
4694	53	46-120	Reading Clearance
Writing:			
2274	26	0-26	Adult Education Writing
5160	58	27-43	English 60, 51 B. English 55
1468	16	44+	English 100, Bus. Com. 111
Computation:			
3180	39	0-15	Math 10, 10T, B. Bus. Math 51,
5070	61	16-30	Rel. Math 80, Bus. Math 151, Tech. Math 181A-B, Math 20, 20T
Algebra:			
3639	44	0-11	Math 20, 20T
4611	56	12-30	Math 110, 110T

*Not all students take the Skills in Computation and Algebra Test

SAMPLE OF POPULATION
THAT WAS TESTED FALL, 1982

TABLE II

FREQUENCIES AND PERCENTS FOR
DATES OF FIRST ENROLLMENT

ENROLLMENT	N	%
Fall, 1979	14	2.2
Spring, 1980	7	1.1
Fall, 1980	11	1.7
Spring, 1981	17	2.6
Fall, 1981	20	3.1
Spring, 1982	13	2.0
Fall, 1982	432*	67.3
Spring, 1983	3	0.5
Fall, 1983	1	0.2
Did not enroll	124*	19.3
TOTAL	642	100.0
Unaccounted for	16	2.4
GRAND TOTAL	658	100.0

	enrolled Fall, 1982		not enrolled Fall, 1982		First time students
*	of 432	+	124	=	556

A

TABLE IIA

AGE DISTRIBUTION OF FALL, 1982
POPULATION IN FREQUENCIES AND PERCENT

AGE GROUP	N	%
17-21	418	63.5
22-25	108	16.4
25+	132	20.1
TOTAL	658	100.0

(658) SAMPLE OF POPULATION
THAT WAS TESTED FALL, 1982

TABLE III

COMPARISON OF ENROLLED AND NON-ENROLLED
STUDENTS ON SKILLS IN WRITING,
READING, COMPUTATION AND ALGEBRA

	WRITING		READING		COMPUTATION		ALGEBRA	
	Enrolled	Not Enrolled	Enrolled	Not Enrolled	Enrolled	Not Enrolled	Enrolled	Not Enrolled
N, %	533(81)	125(19)	533(81)	125(19)	533(81)	125(19)	533(81)	125(19)
Mean	31.95	29.24	44.61	40.16	15.17	13.50	7.42	7.12
Median	31.47	30.08	46.02	40.25	15.96	13.42	7.60	6.75
Mode	33.00	21.00	47.00	34.00	0	0.00	8.00	6.00
Std Error	.481	0.97	.781	1.61	.326	0.628	0.217	0.413
Std. Dev.	11.09	10.88	18.02	18.02	7.52	7.01	5.00	4.62
Variance	123.07	118.47	324.99	324.74	56.67	49.23	25.01	21.36
Kurtosis	1.04	0.240	.356	.357	.578	.636	.356	.378
Skewness	.115	.215	.110	.259	.456	.244	.660	.583
Range	77.00	60.00	99.00	93.00	28.00	27.00	23.00	20.00
Minimum	0	0	0	0	0	0	0	0
Maximum	77.00	60.00	99.00	93.00	28.00	27.00	23.00	20.00

(658) SAMPLE OF POPULATION
THAT WAS TESTED FALL, 1982

TABLE IV

T TEST OF DIFFERENCES BETWEEN MEANS FOR SKILLS IN
WRITING, READING, COMPUTATION AND ALGEBRA
OF ENROLLED AND NOT ENROLLED STUDENTS - FALL, 1982

	WRITING		READING		COMPUTATION		ALGEBRA	
	Enrolled	Not Enrolled	Enrolled	Not Enrolled	Enrolled	Not Enrolled	Enrolled	Not Enrolled
N	533	125	533	125	533	125	533	125
Mean	31.95	29.24	44.60	40.16	15.17	13.50	7.422	7.12
SD	11.09	10.88	18.02	18.02	7.52	7.02	5.00	4.62
Std Error	.481	.974	.781	.628	.326	.628	.217	.413
F Value	1.04		1.00		1.15		1.17	
2-tail Prob	.811		1.00		.340		.284	
Pooled Variance Estimate								
T Value	-2.47		-2.48		-2.26		-.62	
Df	656		656		656		656	
2-tail Prob	.014		.013		.024		.535	
Separate Variance Estimate								
T Value	-2.50		-2.48		-2.36		- .65	
Df	189.16		186.64		196.65		197.98	
2-tail Prob	.013		.014		.019		.516	

TABLE IV A

PERCENT OF STUDENTS ENROLLED AND
NOT ENROLLED AT VARIOUS LEVELS OF
SKILLS IN WRITING, READING, COMPUTATION AND ALGEBRA

Skill	Score Level	Students Enrolled N 533 %	Students Not Enrolled* N 25 %
Writing	44+	15	8
	43-28	52	50
	27-0	33	42
Reading	46+	52	42
	45-40	9	8
	39-27	25	24
	26-0	14	26
Computation	16+	52	42
	15-0	48	58
Algebra	12+	18	26
	11-0	82	84

*"No shows" actually enrolled but did not appear for instruction.

TABLE IV B

PERCENT OF POPULATION THAT
SHOULD HAVE ENROLLED
IN COURSES OF REMEDIATION

Course	Score Ranges	% of Students who should have enrolled	
Writing:			
Adult Educ	0-27	33	
English 60	28-43	52	
English 100*	44+	15	
Reading:			
Adult Educ	0-27	33	
Reading Skills 56A	27-39	25	
Reading Skills 56B	40-65	9	
Reading 142, 133AB	46+	31	
Computation:			
Math 10, 10T Related Math 80 B. Bus Math 51			
Math 20, 20T	0-15	48	67% (N=357)
Bus. Math 151*	16-30	52	
Algebra:			
Math 20, 20T	0-11	82	
Math 110, 110T*	12-30	18	

* Non-remediation courses

(658) SAMPLE OF POPULATION
THAT WAS TESTED FALL, 1982

TABLE V

FREQUENCIES AND PERCENTS OF STUDENTS
THAT ENROLLED IN WRITING COURSES
DURING FALL, 1982 AND SPRING, 1983

Writing Courses	Semesters of Enrollment			
	Fall, 1982		Spring, 1983	
	N	%	N	%
None	357		560	
55 Bus English	35	11.6	4	4.1
53A-B English	23	7.6	6	6.1
51, 60 English	190	63.1	22	22.4
100 English	49	16.3	53	54.1
102 English	2	0.7	9	9.2
111 Bus. Comm.	2	0.7	4	4.1
TOTAL	301	100.0	98	100.0
GRAND TOTAL	658	100.0	658	100.0

(658) SAMPLE OF POPULATION
THAT WAS TESTED FALL, 1982

TABLE VI

FREQUENCIES AND PERCENTS OF STUDENTS
THAT ENROLLED IN READING COURSES
DURING FALL, 1982 AND SPRING, 1983

Reading Courses	Semesters of Enrollment			
	Fall, 1982		Spring, 1983	
	N	%	N	%
None	531		634	
51 or Adult Educ	2	1.6	0	0.0
56A Reading Skills	72	56.7	9	37.5
56B Reading Skills	33	26.0	11	45.8
142 Critical Reading	14	11.0	2	8.3
133AB Rapid Reading	6	4.7	2	8.3
TOTAL	127	100.0	24	100.0
GRAND TOTAL	658	100.0	658	100.0

(658) SAMPLE OF POPULATION
THAT WAS TESTED FALL, 1982

TABLE VII

FREQUENCIES AND PERCENTS OF STUDENTS
THAT ENROLLED IN MATHEMATICS COURSES
DURING FALL, 1982 AND SPRING, 1983

Mathematics Courses	Semesters of Enrollment			
	Fall, 1982		Spring, 1983	
	N	%	N	%
None	428		595	
51 B. Bus. Math	62	27.0	12	19.0
151 Bus. Math	23	10.0	1	1.6
10, 10T College Arithmetic	32	13.9	6	9.5
20, 20T Elem. Algebra	56	24.3	22	34.9
30 Geometry	0	0.0		
110, 110T Inter. Algebra	39	17	17	27.0
80 (Tech.) Related Math	12	5.2	1	1.6
181A-B Tech. Math	6	2.6	4	6.3
TOTAL	230	100.0	63	100.0
GRAND TOTAL	658	100.0	658	100.0

TABLE VII A

ADULT EDUCATION SPRING 1982, FALL 1983

SPRING 1982
ADULT EDUCATION PROGRAM OF READING INSTRUCTION,
ENROLLMENT FREQUENCY AND PERCENTS
FOR ENROLLED AND NOT ENROLLED STUDENTS

Population/Course	N	%
Enrolled Students	60	61
Not Enrolled Students	38	39
Total	98	100
Enrolled in Reading Instruction	38	63
Not Enrolled in Reading Inst.	22	37
Total	60	100

FALL, 1983
ADULT EDUCATION PROGRAM OF
READING INSTRUCTION ENROLLMENT
AND IMPROVEMENT DATA

	N	%
Enrolled Students	106	100
Completed Program of Inst.	66	65
Upon retest at end of course cleared to take 56A Reading Skills by achieved score of above 28	61	92

Average Raw Score gain 21.73 on English Cooperative: Reading Test

TABLE VIII

RATES OF MISPLACEMENT IN 1ST
REMEDIATION COURSES FOR STUDENTS
IN FALL, 1982 SAMPLE OF TESTED POPULATION

Writing Misplacement		Reading Misplacement		Computation Misplacement		Algebra Misplacement	
N	%	N	%	N	%	N	%
28	9.3*	8	6.2	23	1.00**	77	33.4***
Total		Total		Total		Total	
301		127		230		230	

*English 100 accounts for 7% of the misplacement
**Students who could have been in a more advanced course accounts for 1%
***Algebra 110, 110T accounts for 9.1% of the misplacement
All others accounts for 2.3% of the misplacement
Note that counselors exercised far greater professional latitude based on prior Algebra Instruction in placement of students in 20, 20T and 110, 110T Algebra

(419) SAMPLE OF POPULATION ENROLLED IN
REMEDIATION COURSES FALL, 1982*

TABLE IX

FREQUENCIES AND PERCENTS FOR
DATES OF FIRST ENROLLMENT

ENROLLMENT	N	%
Fall, 1979	3	0.7
Spring, 1981	7	1.7
Fall, 1981	3	.7
Spring, 1982	9	2.2
Fall, 1982	356	87.9
Spring, 1983	4	1.0
Intially enrolled No shows	23	5.7
TOTAL	405	100.0
Transferred Out of Remediation Course	14	
GRAND TOTAL	419	

*Remediation courses include: 55 Bus. English, 51 Adult Educ., 56A-B Reading Skills, English 51 and 60, Bus. Math 51, Related Math 80, Math 10, 10T, Math 20, 20T

(419) SAMPLE OF POPULATION ENROLLED IN
REMEDIATION COURSES FALL, 1982*

TABLE X

COMPARISON OF "NO SHOW" AND ENROLLED STUDENTS
ON SKILLS IN WRITING, READING, COMPUTATION AND ALGEBRA

	WRITING		READING		COMPUTATION		ALGEBRA	
	No Shows	Enrolled	No Shows	Enrolled	No Shows	Enrolled	No Shows	Enrolled
N	23	382	23	382	23	382	23	382
%	5.7	94.3	5.7	94.3	5.7	94.3	5.7	94.3
Mean	32.43	29.73	47.34	40.89	13.52	13.98	6.39	6.74
Median	31.25	28.56	42.25	39.70	13.25	13.46	7.58	6.72
Mode	26.00	27.00	39.00	37.00	0	11.00	8.00	7.00
Std Error	2.05	.465	3.06	.633	1.577	0.322	.757	.210
Std. Dev.	9.84	9.25	14.67	12.60	7.56	6.41	3.60	4.176
Variance	96.98	85.60	215.32	158.75	57.17	41.11	12.97	17.43
Kurtosis	.88	1.64	-.086	2.673	-.617	-.275	-.442	2.988
Skewness	.73	.361	.821	.554	-.355	-.177	-.489	1.110
Range	41.00	68.00	53.00	98.00	26.00	28.00	13.00	24.00
Minimum	15.00	0	25.00	0	0	0	0	0
Maximum	56.00	68.00	78.00	98.00	26.00	28.00	13.00	24.00

*Remediation courses include: 55 Bus English, 51 Adult Educ.,
56A-B Reading Skills, English 51 and 60, Bus Math 51,
Related Math 80, Math 10, 10T, Math 20, 20T

(419) SAMPLE OF POPULATION ENROLLED IN REMEDIATION COURSES FALL, 1982*

TABLE XI

T TEST OF DIFFERENCES BETWEEN MEANS FOR SKILLS IN WRITING, READING, COMPUTATION AND ALGEBRA OF STUDENTS WHO ENROLLED AND "NO SHOWS" IN REMEDIATION COURSES FALL, 1982

	WRITING		READING		COMPUTATION		ALGEBRA	
	No Shows	Enrolled	No Shows	Enrolled	No Shows	Enrolled	No Shows	Enrolled
N	23	396	23	396	23	396	23	396
Mean	32.43	29.73	47.34	40.89	13.52	13.98	6.39	6.74
Std. Dev.	9.84	9.25	14.67	12.60	7.56	6.41	3.60	4.17
Std Error	2.05	.46	3.06	.63	1.57	.32	.75	.21
F Value	1.13		1.36		1.39		1.34	
2-tail Prob	.616		.263		.227		.414	
Pooled Various Estimate								
T Value	1.36		2.37		-.33		-.39	
Df	417		417		417		417	
2-tail Prob	.176		.018		.739		.693	
Separate Variance Estimate								
T Value	1.28		2.07		-.29		-.45	
Df	24.31		23.92		23.87		25.56	
2-tail Prob	.212		.050		.776		.656	

*Remediation courses include: 55 Bus English, 51 Adult Educ., 56A-B Reading Skills, English 51 and 60, Bus Math 51, Related Math 80, Math 10, 10T, Math 20, 20T

B

(419) SAMPLE OF POPULATION ENROLLED IN
REMEDIATION COURSES FALL, 1982*

TABLE XII

FREQUENCIES AND PERCENTS OF STUDENTS ENROLLED IN
WRITING COURSES DURING FALL, 1982 AND SPRING, 1983

Writing Courses	Semesters of Enrollment			
	Fall, 1982		Spring, 1983	
	N	%	N	%
55 Bus. English	35	11.6	4	4.1
53A-B English	23	7.6	6	6.1
51, 60 English	190	63.1	22	22.4
100 English	49	16.3	53	54.1
102 English	2	0.7	9	9.2
111 Bus. Comm.	2	0.7	4	4.1
TOTAL	301	100.0	98	100.0

*Remediation courses include: 55 Bus English, 51 Adult Educ., 56A-B Reading Skills, English 51 and 60, Bus Math 51, Related Math 80, Math 10, 10T, Math 20, 20T

B

(419) SAMPLE OF POPULATION ENROLLED IN
REMEDIATION COURSES FALL, 1982*

TABLE XIII

FREQUENCIES AND PERCENTS OF STUDENTS ENROLLED IN
READING COURSES DURING FALL, 1982 AND SPRING, 1983

Reading Courses	Semesters of Enrollment			
	Fall, 1982		Spring, 1983	
	N	%	N	%
None	1	0.5	0	0.0
51 or Adult Educ	5	2.5	1	2.6
56A Reading Skills	110	53.9	7	17.9
56B Reading Skills	84	41.2	23	59.0
142 Critical Reading	2	1.0	1	2.6
133AB Rapid Reading	2	1.0	4	10.3
TOTAL	204	100.0	39	100.0

*Remediation courses include: 55 Bus English, 51 Adult Educ., 56A-B Reading Skills, English 51 and 60, Bus Math 51, Related Math 80, Math 10, 10T, Math 20, 20T

B

(419) SAMPLE OF POPULATION ENROLLED IN
REMEDIATION COURSES FALL, 1982*

TABLE XIV

FREQUENCIES AND PERCENTS OF STUDENTS ENROLLED IN
MATHEMATICS COURSES DURING FALL, 1982 AND SPRING, 1983

Mathematic Courses	Semesters of Enrollment			
	Fall, 1982		Spring, 1983	
	N	%	N	%
51 B. Bus Math	62	27.0	12	19.0
151 Bus Math	23	10.0	1	1.6
10, 10T College Arithmetic	32	13.9	6	9.5
20, 20T Elem. Algebra	56	24.3	22	34.9
30 Geometry				
110, 110T Inter. Algebra	39	17.0	17	27.0
80 (Tech.) Related Math	12	5.2	1	1.6
181A-B Tech. Math	6	2.6	4	6.3
TOTAL	230	100.0	63	100.0

*Remediation courses include: 55 Bus English, 51 Adult Educ., 56A-B Reading Skills, English 51 and 60, Bus Math 51, Related Math 80, Math 10, 10T, Math 20, 20T

TABLE XV

FREQUENCY AND PERCENT OF POPULATION THAT POSTPONE INSTRUCTION IN WRITING, READING AND MATHEMATICS*

Score Range	Did Not Enroll N	%	
Writing Score			
0-44	310	53.6	First Semester
	488	84.4	Second Semester
45 +	47	58.7	First Semester
	72	90.0	Second Semester
Reading Score			
0-39	193	72.6	First Semester
	248	93.2	Second Semester
40-45	32	53.2	First Semester
	54	90.0	Second Semester
46 +	306	92.0	First Semester
	332	100.0	Second Semester
Algebra Score			
0-11	340	62.5	First Semester
	485	89.2	Second Semester
12-30	88	77.2	First Semester
	110	96.5	Second Semester

*Some postponement was caused by closed classes in remedial subjects.

C

TABLE XVIA

FALL 1982 COMPLETION DATA
FOR REMEDIATION COURSES
DURING FIRST SEMESTER FALL, 1982
AND SECOND SEMESTER SPRING, 1983
(TOTAL N=1077)

SKILLS COURSE*	NOT ENROLLED		ENROLLED			
			COMPLETED (A,B,C,D, Grades)		DID NOT COMPLETE (F,I,"W")	
	N	%	N	%	N	%
1st Sem. Reading	729	69.6	190	59.7	128	40.3
2nd Sem. Reading	987	94.3	29	2.8	31	3.0
1st Sem. Writing	533	50.9	348	67.7	166	32.3
2nd Sem. Writing	844	84.4	123	75.5	40	24.5
1st Sem. Math	536	51.2	297	58.1	214	41.9
2nd Sem. Math	894	85.2	71	46.4	82	53.6
EXCLUDED TESTED OUT	30	2.7				
TOTAL	1077	100.0				

*Includes all courses in skill groups of reading, writing and math.
See full list on page 4

TABLE XVIB

FAIL/DROP RATE IN REMEDIATION
COURSES BY SEX
(Received F, I, W Grades)

SKILL/COURSE	FIRST COURSE				SECOND COURSE			
	MALE		FEMALE		MALE		FEMALE	
	N	%	N	%	N	%	N	%
READING								
51 or Adult Educ	5	1.5	2	0.6	0	0.0	1	1.6
56A Reading Skills	104	31.4	78	23.6	11	17.5	5	7.9
56B Reading Skills	57	17.2	60	18.1	20	31.7	14	22.2
142 Critical Reading	10	3.0	6	1.8	2	3.2	1	1.6
133AB Rapid Reading	5	1.5	3	0.9	6	9.5	0	0.0
WRITING								
55 Bus English	25	4.7	41	7.7	4	2.3	2	1.2
53AB English	32	6.0	6	1.1	8	4.7	1	0.6
51, 60 English	190	35.8	58	29.8	31	18.0	12	7.0
100 English	34	6.4	34	6.4	9	28.5	42	24.4
102 English	1	0.2	1	0.2	3	1.7	7	4.1
111 Bus Com	2	0.4	3	0.6	2	1.2	7	4.1
MATHEMATICS								
51 Bus Math	47	8.8	81	15.2	7	4.3	8	4.9
151 Bus Math	33	0.2	34	6.4	4	2.5	6	3.7
10T Math	56	10.5	50	9.4	6	3.7	6	3.7
20, 20T Math	71	13.3	43	8.1	38	23.5	20	12.3
110, 110T Math	41	7.7	21	3.9	36	22.2	1	6.8
80 Math	38	7.2	6	1.0	2	1.2	1	0.6
181A Math	7	1.3	1	0.2	10	6.2	1	0.6

TABLE XVIC

DROP RATE IN REMEDIATION COURSES
BY SEX (Received a "W" grade)

SKILL/COURSE	FIRST COURSE				SECOND COURSE			
	MALE		FEMALE		MALE		FEMALE	
	N	%	N	%	N	%	N	%
READING								
51 or Adult Educ	2	2.5	0	0.0	0	0	0	0
56A Reading Skills	25	30.9	16	19.8	3	20.0	2	13.3
56B Reading Skills	20	24.7	9	11.1	6	40.0	3	20.0
142 Critical Reading	3	3.7	3	3.7	0	0.0	1	6.7
133AB Rapid Reading	3	3.7	0	0.0	0	0	0	0
WRITING								
55 Bus English	4	3.3	9	7.3	2	6.1	1	3.0
53AB English	7	5.7	0	0.0	1	3.0	0	0.0
51, 60 English	56	45.5	29	23.6	12	36.4	3	9.1
100 English	11	8.9	6	4.9	8	24.2	2	6.1
102 English	0	0.0	0	0.0	1	3.0	0	0.0
111 Bus Com	0	0.0	1	0.8	0	0.0	3	9.1
MATHEMATICS								
51 Bus Math	16	10.0	31	19.4	6	9.7	6	9.7
151 Bus Math	7	4.4	10	6.3	1	1.6	2	3.2
10, 10T Math	14	8.8	14	8.8	3	4.8	0	0.0
20, 20T Math	18	11.2	13	8.1	13	21.0	7	11.3
110, 110T Math	11	6.9	4	2.5	13	21.0	3	4.8
80 Math	15	9.4	3	1.9	0	0.0	1	1.6
181A Math	4	2.5	0	0.0	5	8.1	1	1.6
30 Geom	1	1.6	0	0.0	0	0	0	0

TABLE XVII

PERFORMANCE ON COMPUTATION TEST
OF GOOD READERS, INTERMEDIATE READERS
AND POOR READERS

READING GROUP	N	%	$\bar{X}$	MODE	CURVE
Poor (0-45)	627	58.2	12.70	12	normal
Intermediate (46-54)	229	21.2	14.15	16	normal
Good Readers (55+)	221	20.5	18.34	20	normal
TOTAL CASES	1077	100.0			

Correlation Coefficient Pearson "r" = .09

PERFORMANCE ON ALGEBRA TEST
OF GOOD, INTERMEDIATE AND POOR READERS

READING GROUP	N	%	$\bar{X}$	MODE	CURVE
Poor (0-45)	627	58.2	6.30	7	normal
Intermediate (46-54)	229	21.2	7.01	7	normal
Good Readers (55+)	221	20.5	8.83	8	normal
TOTAL CASES	1077	100.0			

Correlation Coefficient Pearson "r" = .06

B

TABLE XVIII

ETHNIC ORIGIN AND PLACE OF BIRTH
OF 419 REMEDIATION STUDENTS*+

ORIGIN	N	%	% of known ethnic origin
1) American Indian	2	0.5	0.86
2) Asian	22	5.3	9.48
3) Black	2	0.5	0.86
4) Filipino	0	0.0	0.00
5) Hispanic	31	7.4	13.36
6) White Caucasian	176	42.0	75.86
7) Other, Unknown, Not Enrolled	187	44.6	
TOTAL	419	100.0	232(100.0)

PLACE OF BIRTH	N	%
Outside U.S.	44	10.5
Inside U.S.	351	83.8
Unknown	24	5.7
TOTAL	419	100.0

*Self designated ethnic origin
+See Appendix B for total population of Fullerton College ethnic origin data and Table XIX

A

TABLE XVIIIA

ETHNIC ORIGIN AND PLACE OF BIRTH
OF 658 ASSESSED STUDENTS FALL 1982*+

ORIGIN	N	%	% of known ethnic origin
1) American Indian	1	0.01	0.36
2) Asian	34	5.1	12.36
3) Black	7	1.0	2.54
4) Filipino	0	0.0	0.00
5) Hispanic	41	6.0	14.90
6) White Caucasian	192	29.1	69.81
7) Other, Unknown Not Enrolled	383	58.5	
TOTAL	658	100.0	275(100.0)

PLACE OF BIRTH		
Outside U.S.	80	12.2
Inside U.S.	450	68.4
Unknown	128	19.4
TOTAL	658	100.0

*Self designated ethnic origin
+See Appendix B for total population of Fullerton College ethnic origin data and Table XIX

TABLE XIX

ETHNIC ORIGIN OF TOTAL POPULATION 19,733
FALL 1982 AT FULLERTON COLLEGE

ORIGIN	N	%
1) American Indian or Alaska Native	207	1.04
2) Asian or Pacific Island	1,408	7.13
3) Black	434	2.19
4) Filipino	105	.53
5) Hispanic	1,985	10.05
6) White (Non-Hispanic)	14,966	75.84
7) Other, Unknown	628	3.18
TOTAL	19,733	100.0

TABLE XIXA

PERCENTAGES OF KNOWN ETHNIC ORIGIN
OF REMEDIATED STUDENTS, ASSESSED STUDENTS
AND TOTAL POPULATION OF FULLERTON COLLEGE, FALL 1982

Self Reported Ethnic Origin	Remediated Students % of Known Ethnic Origin	Assessed Students % of Known Ethnic Origin	Total Student Population % of Known Ethnic Origin
American Indian	0.86	0.36	1.04
Asian	9.48	12.36	7.13
Black	0.86	2.54	2.19
Filipino	0.00	0.00	0.53
Hispanic	13.36	14.90	10.05
White Caucasian	75.86	69.81	75.84

TABLE XX

T TEST OF DIFFERENCES IN
TOTAL UNITS PURSUED BY REMEDIAL
POOR READERS AND NON-REMEDIAL READERS
DURING FALL, 1982 AND SPRING, 1983

	Remedial Poor Readers(0-45)		Non-Remedial Good Readers(46+)
N	606		216
Mean	14.49		16.34
Std. Dev.	12.72		13.21
Std. Error	.517		.899
F Value		1.08	
2-Tail Prob		.489	
Pool Variance Estimate			
T Value		-1.82	
df		820	
2 Tail Prob		.069	
Separate Variance Estimate			
T Value		-1.82	
df		366.41	
2 Tail Prob		.075	

TABLE XXI

ONEWAY ANALYSIS OF VARIANCE OF THE REMEDIATED (EXPERIMENTAL) AND NON-REMEDIATED (CONTROL) POOR READERS (SCORE BETWEEN 0-45)

		CUMULATIVE GPA 3 SEMESTERS		TOTAL UNITS COMPLETED 3 SEMESTERS		TOTAL UNITS DROPPED 3 SEMESTERS	
	N	$\bar{X}$	F,P	$\bar{X}$	F,P	$\bar{X}$	F,P
Remediated	271	1.83	4.469	16.56	14.790	6.34	3.298
Non-Remediated	210	1.60	P >.03	11.87	P >.0001	5.43	P >.07
TOTAL	481						

TABLE XXIA

ONEWAY ANALYSIS OF VARIANCE OF SUCCESSFULLY AND UNSUCCESSFULLY REMEDIATED POOR READERS ON GRADE POINT AVERAGE AND TOTAL UNITS COMPLETED FOR 3 SEMESTERS

Poor readers	CUMULATIVE GPA 3 SEMESTERS		TOTAL UNITS COMPLETED 3 SEMESTERS	
	$\bar{X}$	F,P	$\bar{X}$	F,P
Successfully Remediated	2.41	50.767	20.62	101.653
Unsuccessfully Remediated	1.65	P>.0000	8.20	P>.0000
Total	2.07		15.11	

TABLE XXII

ONEWAY ANALYSIS OF VARIANCE FOR GOOD READERS (56+), INTERMEDIATE READERS (46-55) AND POOR READERS (0-45)

	CUMULATIVE GPA 3 SEMESTERS			TOTAL UNITS COMPLETED 3 SEMESTERS		TOTAL UNITS DROPPED 3 SEMESTERS	
	N	$\bar{X}$	F,P	$\bar{X}$	F,P	$\bar{X}$	F,P
Good Readers	154	2.32		18.57		6.25	
			16.294				1.59
Intermediate Readers	174	1.70	P >.00001	15.10	4.994	6.86	P >.20
Poor Readers	481	1.73		14.53	P >.0070	5.93	
TOTAL	809						

TABLE XXIII

ONEWAY ANALYSIS OF VARIANCE OF REMEDIATED (EXPERIMENTAL) AND NON-REMEDIATED (CONTROL) WRITING STUDENTS* (SCORE 0-43)

	CUMULATIVE GPA 3 SEMESTERS			TOTAL UNITS COMPLETED 3 SEMESTERS		TOTAL UNITS DROPPED 3 SEMESTERS	
	N	$\bar{X}$	F,P	$\bar{X}$	F,P	$\bar{X}$	F,P
Remediated	408	2.01		20.28		6.65	
			30.617		182.694		7.699
Non-Remediated	339	1.53	P >.0000	8.06	P >.0000	5.48	P >.0057
TOTAL	747						

*Remediated by taking English 51, 60 (Subj. A)

TABLE XXIV

STUDENTS ENROLLED FIRST TIME FALL, 1982
FREQUENCIES FOR STUDENTS IN SCHOLASTIC DISMISSAL, PROBATION, AND GOOD STANDING FOR GOOD, INTERMEDIATE, AND POOR READERS

Fall 1982	Total students N	%	Scholastic Dismissal 0.00 thru 1.75 N	%	Probation 1.76 thru 1.99 N	%	Good Standing 2.00 thru 4.00 N	%
Poor Readers	505	58.1	211	24.3	10	1.2	284	32.7
Intermediate Reader	200	23.0	81	9.3	5	0.6	114	13.1
Good Reader	164	18.9	36	4.1	4	0.5	124	14.3
Grand Total	869							
Spring 1983								
Poor Reader	503	58.6	300	34.9	6	0.7	197	22.9
Intermediate Reader	194	22.6	102	11.9	3	0.3	89	10.4
Good Reader	162	18.9	72	8.4	5	0.6	85	9.9
Grand Total	859							
Cum GPA All Semesters								
Poor Reader	512	58.0	209	23.7	35	4.0	268	30.4
Intermediate Reader	203	23.0	79	8.9	5	0.6	119	13.5
Good Reader	168	19.0	38	4.3	3	0.3	127	14.4
Grand Total	883							

APPENDIX A
ENROLLMENT DATA IN
READING, WRITING AND MATHEMATICS COURSES
AS OF THE 1ST CENSUS (4TH WEEK)
AT FULLERTON COLLEGE

DAY UNITS	FALL, 1982 Inst. Cont. Hrs	Max	Act	Act. Cont. Hrs.	SPRING, 1983 Inst. Cont. Hrs.	Max.	Act.	Act. Cont. Hrs.	FALL, 1983 Inst. Cont. Hrs.	Max.	Act.	Act. Cont. Hrs.
(3) 2 Business Eng 55	12	221	185	555	9	264	190	570	12	140	141	423
(3) 1 Reading 56A	65	325	280	1,400	30	150	149	745	60	300	322	1,610
(1) 1 Reading 56B	36	300	222	666	21	175	178	534	45	350	342	1,779
(3) 2 English 60	93	1,085	1,066	3,018	72	833	822	2,466	105	1,225	1,215	3,645
(3) 2 Communication 51	6	56	63	189	3	35	27	81	6	70	56	168
(3) 3 B Business Math 5	18	400	296	888	15	340	285	855	12	140	139	417
(4) 3 Math 10-10T	25	169	155	775	20	134	137	685	29	225	229	1,097
(4) 4 Math 20-20T	63	443	393	1,908	42	351	381	1,793	71	588	603	2,865
(3) 3 Related Math 80	6	70	58	174	6	70	50	150	3	35	36	108
DAY SUBTOTALS												
1 Reading	101	625	502	2,066	51	325	327	1,279	105	650	664	3,389
2 Writing	111	1,362	1,254	3,762	84	1,132	1,039	3,117	123	1,435	1,412	4,236
4 Algebra	63	443	393	1,908	42	351	381	1,793	71	588	603	2,865
3 Computation	49	639	509	1,837	41	544	472	1,690	44	400	404	1,622

APPENDIX A (cont.)

ENROLLMENT DATA FOR READING WRITING AND MATHEMATICS
AS OF 1ST CENSUS (4TH WEEK)

Night UNITS	FALL, 1982 Inst. Cont. Hrs.	Max.	Act.	Act. Cont. Hrs.	SPRING, 1983 Inst. Cont. Hrs.	Max.	Act.	Act. Cont. Hrs.	FALL, 1983 Inst. Cont. Hrs.	Max.	Act.	Act. Cont. Hrs.
(3) 2 Business Eng 55	9	105	82	246	9	102	105	315	9	105	92	276
(3) 1 Reading 56A	50	250	201	1,005	60	300	257	1,285	30	150	152	760
(1) 1 Reading 56B	9	75	47	141	12	100	93	279	24	200	163	489
(3) 2 English 60	42	490	397	1,191	45	525	508	1,524	39	455	415	1,245
(3) 2 Communication 51	3	28	35	105	6	70	55	165	3	35	21	63
(3) 3 B Business Math 51	9	105	89	267	9	105	98	294	9	105	102	306
(4) 3 Math 10-10T	29	207	172	828	28	204	204	948	24	166	168	806
(4) 4 Math 20-20T	44	315	362	1,755	47	350	399	1,876	28	210	255	1,175
(3) 3 Related Math 80	3	35	32	96	3	35	39	117	3	35	43	129
NIGHT SUBTOTALS												
1 Reading	59	325	248	1,146	72	400	350	1,564	51	595	528	1,584
2 Writing	54	623	514	1,542	60	697	668	2,004	54	350	315	1,249
4 Algebra	44	315	362	1,755	47	350	399	1,876	28	210	255	1,175
3 Computation	41	347	293	2,118	40	344	341	1,359	36	306	313	1,241
GRAND TOTALS												
1 Reading	160	950	750	3,212	123	725	677	2,843	156	1,245	1,192	4,973
2 Writing	165	1,985	1,768	5,304	144	1,829	1,707	5,121	177	1,785	1,727	5,485
4 Algebra	107	758	1,117	3,663	89	701	780	3,669	99	798	858	4,040
3 Computation	90	986	802	3,955	81	888	813	3,049	80	706	717	2,863

The Fact Sheet

North Orange County Community College District

The map above gives only a general outline of area within the District. Questions about specific addresses should be directed to the Office of the Chancellor.

School Districts Served: A more precise physical description of the District is given by listing the school districts served: Portions of the Garden Grove Unified; all of Anaheim City, Anaheim Union High, Brea-Olinda Unified, Buena Park, Centralia, Cypress, Fullerton (elementary), Fullerton Union High, La Habra City, Los Alamitos Unified, Lowell Joint, Magnolia, Placentia Unified, Savanna, and Yorba Linda.

Cities Served: In general, the District includes the following communities: Atwood, Brea, Buena Park, Cypress, Fullerton, La Habra, La Palma, Los Alamitos, Placentia, Rossmoor, and Yorba Linda. Portions of the following communities are included: Anaheim, Garden Grove, La Habra Heights, La Mirada, Orange, Seal Beach, Stanton, Whittier, and unincorporated territory in both Los Angeles and Orange Counties.

Enrollment: The following are fall gross enrollment figures at the District's two Colleges: Cypress College, 14,794 (down from 15,204 last fall); and Fullerton College, 19,751 (down from 20,473 last fall). There were more than 28,000 single fall enrollments in Adult Education Division offerings, down from 39,000 (initially reported as 25,805) single enrollments in fall 1982.

Size and Population: The District encompasses approximately 155 square miles and has a population of about one-half million. The District serves---in its credit and non-credit programs---about one-sixth of those persons eligible by age to participate.

Budget and Taxes: The 1983-84 operating budget of $55.7 million, down from $60 million last year, is derived mainly from State reimbursement for instruction on a per-class hour basis. The District also receives some special-purpose funds from government grants, as well as a percentage of the county tax rate of $4 per $100 assessed valuation. The percentage the District receives varies from area to area, depending upon the number of other tax-supported agencies. Tax bills in some portions of the District reflect old bonded indebtedness for facilities development.

Board of Trustees: A seven-member Board of Trustees governs all programs and activities. Although Trustees are elected by a vote of the District at large, they are eligible only to fill seats designated for the Trustee areas in which they live. Members, listed by Trustee area and term of office, are: President, Felix S. LeMarinel, Trustee Area I, 1983-87; Vice-President, Nilane A. Lee, Trustee Area IV, 1981-85; Secretary, Wallace R. Hardy, Trustee Area I, 1983-87; Barbara C. Hammerman, Trustee Area III, 1983-87; Chris Loumakis, Trustee Area IV, 1983-87; Richard D. Noble, Trustee Area II, 1981-85; and Herbert M. Warren, Trustee Area III, 1981-85. Non-voting student members of the Board are Jeanmarie J. Bilello and Kerry C. Jablonski, Cypress and Fullerton Colleges respectively.

"AN EQUAL OPPORTUNITY EMPLOYER"

The North Orange County Community College District is in compliance with Title VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, and the Rehabilitation Act of 1973. The District does not discriminate in matters of employment or admission to educational programs and activities because of race, color, national origin, marital status, sex, religion, age, handicap.

January 1984
(11th Issue)

Office of the Chancellor — 1000 N. Lemon Street, Fullerton, California 92634 (714) 871-4030

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NORTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT

1000 N. Lemon Street • Fullerton, California 92634 • (714) 871-4030

INTRADISTRICT CORRESPONDENCE

To: Administrators, Teachers, and Student Services

From: Vivian Fuller, Registrar

Date: October 15, 1982

Subject: Fall Semester Active Enrollment Report

The attached report is generated from Active Enrollment statistics as of September 24, 1982, which was the beginning of the 1st Census Week. The Active Enrollment on this date was 19,733, a decrease of 2.6% from last year. The Active Enrollment total at the beginning of the 1st Census Week Fall Semester 1981 was 20,262.

There was a 3.6% drop-out prior to the Census Week (first three weeks) this semester compared to 4.8% drop-out during the same time last year.

There are approximately 100 different types of information generally available in each student's computer file. Any part of this data, except for a student's grades, may be incorporated into this report upon request from you.

NORTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT
FULLERTON COLLEGE

Fullerton College Statistical Report of Enrollment as of September 24, 1982

	Fall 1980 Day	Fall 1980 Evening	Fall 1981 Day	Fall 1981 Evening	Fall 1982 Day	Fall 1982 Evening
I. ADMISSION CLASSIFICATION						
A. First Time			3,206	1,124	3,159	762
B. Continuing			6,469	3,136	7,486	3,121
C. Returning			1,110	1,425	1,073	1,070
D. Returning - Transfer			396	544	377	363
E. Transfer			1,332	1,520	1,267	1,055
Total Enrollment			12,513	7,749	13,362	6,371
II. RESIDENCE BY ZIP CODE						
A. Orange County						
1. Anaheim						
92801	468	372	448	336	485	239
92802	281	200	288	167	253	157
92803	9	7	10	7	6	7
92804	377	254	367	209	336	185
92805	566	423	579	449	620	318
92806	597	445	568	445	570	337
92807	498	334	564	329	681	272
Total Anaheim	2,796	2,035	2,824	1,942	2,951	1,515
2. Brea						
92621	744	467	823	508	840	376
3. Buena Park						
90620	214	117	218	111	210	103
90621	276	147	274	155	246	141
90622	0	0	0	0	1	2
90623	36	12	50	22	46	13
Total Buena Park	526	276	542	288	503	259
4. Capistrano						
92624	0	0	0	0	1	0
5. Corona Del Mar						
92625	1	3	1	2	3	5
6. Costa Mesa						
92626	5	2	2	3	4	7
92627	4	3	4	0	5	2
Total Costa Mesa	9	5	6	3	9	9
7. Cypress						
90630	71	22	60	32	56	26
8. Dana Point	0	0	0	1	1	1
9. East Irvine						
92650	0	1	0	0	0	0

	Fall 1980		Fall 1981		Fall 1982	
	Day	Evening	Day	Evening	Day	Evening
10. El Toro						
92630	2	1	6	2	7	2
11. Fountain Valley						
92708	3	3	7	3	4	2
12. Fullerton						
92631	1,098	699	1,137	741	1,229	623
92632	523	317	552	353	583	313
92633	854	513	894	564	931	489
92634	36	19	31	22	38	15
92635	589	332	654	328	659	302
92636	2	1	2	1	0	1
92637	2	0	1	0	1	0
92638	0	0	1	2	0	1
Total Fullerton	3,104	1,381	3,272	2,011	3,441	1,744
13. Garden Grove						
92640	87	56	93	54	91	28
92641	36	17	51	19	34	20
92642	0	0	1	2	1	1
92643	10	16	19	18	22	11
92644	3	4	7	4	11	7
92645	6	6	4	6	4	2
Total Garden Grove	142	99	175	103	163	69
14. Huntington Beach						
92646	3	1	5	8	3	5
92647	3	1	7	8	5	4
92648	3	1	2	2	4	3
92649	1	4	2	2	3	2
Total Huntington Beach	10	7	16	20	15	14
15. Irvine						
92714	5	8	10	9	13	12
92715	4	2	1	1	1	4
92716	0	0	1	0	0	0
92717	0	0	0	1	0	0
Total Irvine	9	10	12	11	14	16
16. Laguna Beach						
92651	1	0	3	1	0	1
92652	0	0	1	0	0	0
Total Laguna Beach	1	0	4	1	0	1
17. Laguna Hills						
92653	0	0	3	2	6	1
18. Laguna Niguel						
92677	1	2	3	1	0	0
19. La Habra						
90631	1,058	595	1,057	619	1,071	507

	Fall 1980		Fall 1981		Fall 1982	
	Day	Evening	Day	Evening	Day	Evening
20. Los Alamitos						
90720	9	2	9	1	8	1
21 Midway City						
92655	2	1	1	1	3	1
22. Mission Viejo						
92690	1	0	0	0	0	0
92691	2	2	4	6	2	4
92692	0	0	0	2	1	1
Total Mission Viejo	3	2	4	8	3	5
23. Newport Beach						
92660	0	2	4	1	3	1
92661	1	0	2	1	2	1
92662	3	0	1	4	2	0
92663	2	2	3	2	2	1
Total Newport Beach	6	4	10	8	9	3
24. Orange						
92665	151	92	181	93	212	69
92666	16	26	23	18	23	23
92667	269	96	322	110	349	102
92668	44	24	35	33	38	27
92669	62	29	75	35	97	31
Total Orange	542	267	636	289	719	252
25. Placentia						
92670	933	579	959	585	1,070	505
26. San Clemente						
92672	0	1	3	0	1	1
27. San Juan Capistrano						
92675	0	1	1	0	1	0
28. Santa Ana						
92701	15	10	22	14	22	11
92702	0	1	0	1	1	0
92703	13	4	15	9	15	6
92704	11	5	16	12	15	10
92705	35	20	45	16	38	26
92706	21	9	16	11	16	6
92707	3	5	5	7	8	9
92709	0	0	0	0	1	0
92711	0	0	0	1	0	0
Total Santa Ana	98	54	119	71	116	68
29. Seal Beach						
90740	1	1	3	4	1	2
30. Stanton						
90680	28	17	33	18	29	10
31. Surfside						
90742	0	0	0	0	1	0

	Fall 1980 Day	Fall 1980 Evening	Fall 1981 Day	Fall 1981 Evening	Fall 1982 Day	Fall 1982 Evening
32. Villa Park 92680	25	21	41	31	45	26
33. Westminster 92683	7	9	16	14	13	11
34. Yorba Linda 92686	642	456	684	461	815	350
Total Orange County	10,773	6,822	11,309	7,040	11,919	5,782
B. Outside of Orange County	937	530	1,204	709	1,443	589
Total	11,710	7,352	12,513	7,749	13,362	6,371

III. LAST HIGH SCHOOL ATTENDED

A. Orange County

1. Within North Orange County Community College District

a. Anaheim	377	234	378	208	382	189
b. Brea Olinda	340	132	408	118	404	108
c. Brea Olinda Continuation	1	0	3	0	3	0
d. Buena Park	224	102	200	112	217	110
e. Cypress	50	9	40	17	47	12
f. El Camino Continuation	41	16	49	11	52	11
g. El Dorado	427	151	454	158	493	173
h. Esperanza	263	87	321	91	416	90
i. Fullerton	542	266	577	287	586	214
j. Garden Grove	70	58	80	45	65	33
k. Gilbert Continuation	16	9	17	3	21	7
l. Katella	391	170	387	159	418	141
m. Kennedy	120	46	103	48	93	35
n. La Habra	313	157	410	175	470	125
o. La Vista Continuation	136	44	138	52	165	37
p. Loara	244	108	258	113	242	112
q. Los Alamitos	15	10	16	10	18	9
r. Lowell	339	116	264	117	178	94
s. Magnolia	93	74	91	64	93	48
t. North Orange County Adult Education	42	30	38	39	38	33
u. Savanna	185	113	182	98	173	70
v. Sonora	394	113	406	132	448	127
w. Sunny Hills	510	184	534	202	554	168
x. Troy	562	192	558	210	624	161
y. Valencia	290	123	289	139	295	111
z. Western	101	64	83	71	92	52
Total Within NOCD	6,086	2,608	6,284	2,679	6,587	2,270

	Fall 1980		Fall 1981		Fall 1982	
	Day	Evening	Day	Evening	Day	Evening
2. Ouside NOCD by Districts						
a. Capistrano	9	11	10	11	14	10
b. Garden Grove	151	118	168	121	149	96
c. Huntington Beach	59	61	65	73	63	59
d. Irvine	2	0	4	0	3	0
e. Laguna Beach	2	4	4	4	7	1
f. Newport-Mesa	23	25	32	19	35	14
g. Orange	713	258	828	281	967	297
h. Saddleback	15	12	21	18	22	14
i. Santa Ana	51	46	41	52	50	35
j. Tustin	73	50	91	53	102	41
k. Private High Schools	354	116	350	133	394	118
l. Unclassified	6	3	4	3	15	4
Total Outside NOCD	1,458	704	1,618	768	1,821	619
Total Within Orange County	7,544	3,312	7,902	3,447	8,408	2,889
B. Los Angeles County	1,651	1,422	1,760	1,493	1,859	1,234
C. All Other California	454	318	532	443	615	369
D. Other U.S.A.	1,377	1,765	1,429	1,840	1,510	1,421
E. Out of U.S.A.	625	385	805	451	895	418
F. Undesignated	59	50	85	75	75	40
Total	11,710	7,352	12,513	7,749	13,362	6,371
IV. LAST COLLEGE ATTENDED						
A. Orange County						
1. Coastline	4	4	3	7	7	9
2. Cypress	195	176	198	167	171	134
3. Fullerton	6,923	4,060	7,507	4,443	8,501	4,122
4. Golden West	42	38	41	65	50	30
5. Orange Coast	63	70	79	81	61	49
6. Saddleback	22	19	24	27	21	24
7. Santa Ana	103	104	104	137	115	82
8. Cal. State University Fullerton	289	350	292	392	324	314
9. U. of Cal. - Irvine	19	51	21	44	22	23
10. Chapman	8	14	9	18	9	9
11. Other Private	14	31	21	34	28	20
Total	7,682	4,917	8,299	5,415	9,309	4,816

	Fall 1980		Fall 1981		Fall 1982	
	Day	Evening	Day	Evening	Day	Evening
B. Other California						
1. Community Colleges	391	412	379	394	377	282
2. State Universities and Colleges	96	181	134	172	106	122
3. University of California	29	44	24	60	23	24
4. Private	66	134	89	135	77	104
5. Unclassified	3	3	6	0	3	6
Total	585	774	632	761	586	538
C. Other U.S.A.	214	330	262	336	229	213
D. Out of U.S.A.	62	41	64	53	49	31
E. No College	3,167	1,290	3,256	1,184	3,189	773
Total	11,710	7,352	12,513	7,749	13,362	6,371

V. FOREIGN STUDENTS ENROLLED WITH F-1 VISAS

Country	Men	Women	Men	Women	Men	Women
Belgium	0	0	1	0	1	0
Canada	1	1	0	0	0	0
China, People's Republic of	0	1	0	2	0	1
China, Taiwan	0	0	1	2	1	3
Cyprus	0	1	0	1	0	0
Egypt	0	0	0	0	0	1
Honduras	0	0	0	0	2	0
Hong Kong	1	2	1	1	0	0
India	1	0	0	0	0	0
Indonesia	6	2	1	1	1	1
Iran	9	9	15	12	9	8
Japan	0	1	1	0	1	1
Jordan	0	1	0	1	0	0
Korea	0	2	0	0	0	2
Lebanon	3	0	2	0	0	0
Macao	0	0	0	0	1	0
Nicaragua	0	1	0	2	0	2
Pakistan	0	0	1	1	6	1
Peru	0	0	0	0	1	0
Philippines	0	0	0	1	0	1
Saudi Arabia	1	0	4	0	2	0
Sierra Leone	1	0	0	0	0	0
Singapore	0	0	0	1	0	1
Sweden	0	1	0	1	0	0
Thailand	0	1	0	0	0	0
Venezuela	2	0	2	0	0	2
West Indies	1	0	0	0	0	0
Yemen, Arab Republic	0	0	1	0	1	0
Total	26	23	30	26	26	24

	Fall 1980		Fall 1981		Fall 1982	
	Day	Evening	Day	Evening	Day	Evening
VI. HIGH SCHOOL GRADUATION STATUS						
A. High School Graduate	10,804	6,682	11,411	7,114	12,128	5,820
B. Non-Graduate	398	251	456	269	506	202
C. Equivalency Test	190	79	240	85	294	77
D. G. E. D.	248	184	265	188	294	181
E. High School Student	70	156	141	93	140	91
Total	11,710	7,352	12,513	7,749	13,362	6,371
VII. VETERANS STATUS						
A. Non-Veteran	11,245	6,995	12,095	7,461	12,922	6,152
B. Veteran Not Using Education Benefits	4	17	1	10	1	6
C. Veteran Using Ed. Benefits	425	335	377	276	412	207
D. Dependent or Survivor	36	5	40	2	27	6
Total	11,710	7,352	12,513	7,749	13,362	6,371
VIII. CLASS STANDING						
A. Freshman	8,995	5,827	9,524	6,000	10,031	4,882
B. Sophomore	1,942	772	2,142	907	2,249	735
C. Other	773	753	847	842	1,082	754
Total	11,710	7,352	12,513	7,749	13,362	6,371
IX. DEGREE OBJECTIVE						
A. AA Transfer	4,484	1,455	4,780	1,563	5,360	1,656
B. AA Vocational	1,021	571	1,046	572	1,081	512
C. AA General Education	794	486	874	392	781	306
D. Certificate	495	494	527	561	532	442
E. One Semester	335	547	321	565	364	470
F. Other	1,059	1,423	1,159	1,496	2,727	2,006
G. Unknown	3,522	2,376	3,806	2,610	2,517	979
Total	11,710	7,352	12,513	7,749	13,362	6,371
X. CITIZENSHIP STATUS						
A. United States	10,761	6.954	11,351	7,268	11,993	5,927
B. Permanent Visa	722	355	927	455	1,185	421
C. F-1 Student Visa	57	6	67	9	56	4
D. Refugee Visa	133	21	135	9	83	13
E. Unclassified	37	16	33	8	45	6
Total	11,710	7,352	12,513	7,749	13,362	6,371

		Fall 1980		Fall 1981		Fall 1982	
		Day	Evening	Day	Evening	Day	Evening
XI.	ETHNIC CODE						
	A. American Indian or Alaska Native	127	76	149	94	130	77
	B. Asian or Pacific Island	644	300	907	382	1,058	350
	C. Black (Non-Hispanic)	255	111	269	118	319	115
	D. Filipino	48	22	67	38	67	38
	E. Hispanic	1,152	621	1,233	724	1,392	593
	F. White (Non-Hispanic)	8,943	5,912	9,331	6,132	9,944	5,022
	G. Unclassified	541	310	557	261	452	176
	Total	11,710	7,352	12,513	7,749	13,362	6,371
XII.	FULL OR PART-TIME						
	A. Full Time	5,582	139	5,840	131	6,184	142
	B. Part Time	6,138	7,213	6,673	7,618	7,178	6,229
	Total	11,710	7,352	12,513	7,749	13,362	6,371
XIII.	AGE						
	A. Age Groups						
	17 or under	362	183	431	118	465	110
	18 - 20	5,834	997	5,942	1,013	6,281	828
	21 - 24	2,482	1,747	2,752	1,870	3,063	1,537
	25 - 34	1,873	2,423	2,067	2,582	2,215	2,207
	35 - 49	853	1,392	1,005	1,520	1,006	1,241
	50 and over	306	610	316	646	332	448
	Total	11,710	7,352	12,513	7,749	13,362	6,371
	B. Average Age	23.6	30.2	23.8	30.5	23.7	30.0
XIV.	SEX						
	A. Male	5,871	3,462	6,294	3,594	6,956	2,961
	B. Female	5,839	3,890	6,219	4,155	6,406	3,410
	Total	11,710	7,352	12,513	7,749	13,362	6,371
XV.	SEMESTER UNITS						
	A. Number of Units						
	0 - 6	3,210	6,278	3,531	6,681	3,674	5,312
	7 - 11.5	2,873	935	3,142	937	3,504	917
	12 - 16	4,868	137	5,128	131	5,327	142
	17 or more	759	2	712	0	857	0
	Total	11,710	7,352	12,512	7,749	13,362	6,371
	B. Average Number of Units	10.1	4.2	9.9	4.1	10.0	4.4

	Fall 1980		Fall 1981		Fall 1982	
	Day	Evening	Day	Evening	Day	Evening
XVI. HIGH SCHOOL GRADUATION YEAR						
Before 1940	93	143	88	157	68	90
1940 - 1950	260	527	240	509	235	333
1951 - 1960	464	858	506	853	461	657
1961 - 1970	1,214	1,729	1,294	1,760	1,142	1,292
1971 - 1980	9,207	3,687	7,390	3,883	6,069	3,269
1981	4	1	2,395	226	2,224	273
1982	0	0	2	1	2,512	164
1983	0	0	0	0	1	0
1984	0	0	0	0	2	0
1985	0	0	0	0	0	1
Unclassified	468	407	598	360	648	292
Total	11,710	7,352	12,513	7,749	13,362	6,371
XVII. MAJORS						
A. Transfer						
Agricultural Biology	0	0	0	0	0	1
Agricultural Science	23	9	19	4	20	2
Anthropology	9	6	14	4	26	7
Architecture	136	18	108	22	126	17
Art	193	90	180	56	178	61
Astronomy	4	4	6	2	6	2
Biology	90	27	84	21	99	27
Business Administration	833	578	866	581	1,042	711
Chemistry	26	11	22	12	24	15
Communications	87	24	90	35	150	40
Computer Science	134	63	200	81	378	129
Dance	15	13	14	10	15	7
Economics	5	8	4	3	12	5
Education, Elementary	106	39	88	38	97	24
Engineering	305	137	369	150	435	173
Engineering Technology	34	18	44	17	49	26
English	52	35	68	38	78	26
Environmental Science	18	3	26	3	20	3
Ethnic Studies *	1	0	1	0	0	0
Family Studies	0	0	5	3	8	5
Foreign Language	41	25	24	26	30	17
Geography	3	2	5	4	6	2
Geology	18	15	24	14	20	11
Graphic Arts #	25	11	43	18	0	0
History	22	15	22	13	22	13
Home Economics	46	12	26	2	24	8
Home Economics: Dietetics	1	1	5	3	13	4
Home Economics: Teaching	0	1	6	2	5	2
Horticulture, Ornamental	25	11	27	14	19	7
Industrial Arts, Teaching	18	9	14	11	13	3
Industrial Technology	16	9	17	10	18	22
International Relations *	0	1	1	3	0	0

	Fall 1980		Fall 1981		Fall 1982	
	Day	Evening	Day	Evening	Day	Evening
Journalism	41	10	46	8	47	8
Latin American Studies	1	2	1	1	2	0
Liberal Arts	174	88	148	101	190	82
Mathematics	30	22	24	21	29	20
Medical Technology	17	6	15	2	0	0
Microbiology	4	5	3	7	6	3
Music, Commercial	23	12	43	18	61	18
Music, Teaching	93	31	60	26	58	17
Occupational Therapy	7	2	11	2	11	4
Philosophy	6	1	1	4	8	2
Physical Education	102	16	77	13	64	18
Physical Therapy	56	14	72	11	71	11
Physics	17	9	17	11	16	2
Police Science	86	42	54	43	80	39
Political Science	37	10	36	16	43	10
Pre-Chiropractic	20	5	29	11	37	8
Pre-Dental Hygiene	25	13	31	6	33	9
Pre-Dentistry	39	7	40	8	41	4
Pre-Forestry	25	8	24	5	26	3
Pre-Law	90	26	94	18	94	17
Pre-Librarianship	6	4	10	7	8	7
Pre-Medicine	102	19	98	24	108	23
Pre-Nursing	135	53	145	57	165	66
Pre-Optometry	19	4	18	5	23	4
Pre-Pharmacy	14	6	15	5	24	3
Pre-Veterinary Medicine	21	5	25	2	29	4
Pre-Wildlife Management	29	5	24	5	31	3
Psychology	178	67	188	65	197	69
Radio and TV Broadcasting	81	13	78	13	86	14
Recreation	20	5	18	5	16	3
Religious Work	16	2	11	1	0	0
Sociology	63	19	40	23	40	18
Speech	4	9	6	3	0	0
Theatre Arts	87	21	79	17	60	10
Zoology	0	0	0	0	0	0
Total Transfer	3,954	1,756	4,003	1,746	4,637	1,869

Transferred to Vocational Program

* No longer offered as an organized curriculum

	Fall 1980		Fall 1981		Fall 1982	
	Day	Evening	Day	Evening	Day	Evening
B. Vocational						
Accounting	187	161	188	159	194	137
Art: Advertising Design	51	20	48	20	59	21
Automotive Service and Repair	52	12	48	13	52	12
Banking and Finance	19	27	27	24	22	31
Bilingual Cross-Cultural Aide	4	3	4	1	2	1
Biological Technology	14	2	8	2	10	1
Business Data Processing	66	58	83	52	94	48
Business Management	170	165	155	161	173	141
Child Development: Infant/Toddler	15	8	6	3	16	6
Child Development: Pre-School Years	70	39	58	33	65	30
Civil Engineering Technology	27	5	13	9	12	6
Communications	7	3	17	5	22	13
Construction Technology	63	30	51	29	42	21
Cosmetology	167	51	164	64	179	59
Drafting, Architectural	41	24	46	18	45	13
Drafting, Industrial	38	29	40	47	42	44
Electronics, Technical	182	75	203	73	243	70
Fashion Design	41	12	43	15	37	8
Fashion Journalism	0	2	5	0	2	0
Fashion Merchandising	48	10	39	13	38	9
Homemaking	9	2	6	1	2	1
Horticulture: Landscape Management	13	7	19	10	17	16
Horticulture: Nursery Management	14	5	10	1	3	2
Industrial Lab Technology	2	4	5	2	4	2
Interior Design	96	41	87	28	63	30
Legal Secretarial Science	38	14	45	16	33	13
Library Technology	12	15	11	14	4	10
Machine Shop	41	22	39	22	30	13
Merchandising & Marketing Mgmt.	44	37	49	28	43	28
Music, Commercial	49	29	45	23	54	9
Oceanographic Technology	28	10	26	5	23	6
Office Procedures	15	13	20	12	19	6
Optometric Technology	0	0	0	0	3	0
Police Science	58	37	56	27	71	36
Printing Technology	54	30	44	24	44	28
Purchasing Management	4	39	4	30	8	29
Radio and Television: Engineering	49	16	26	16	30	10
Radio and Television: Production	0	0	0	0	4	2
Real Estate	36	78	22	47	14	27
Real Estate Escrow	3	11	4	5	5	2
Secretarial Science	58	45	47	22	47	24
Technical Illustration	8	3	5	2	4	0
Theatre Arts - Drama	0	0	16	8	24	12
Travel Agency Management	27	23	12	20	16	18
Welding Technology	11	10	15	12	16	8
Word Processing	0	0	0	0	0	0
	1,931	1,227	1,859	1,120	1,930	1,003

	Fall 1980		Fall 1981		Fall 1982	
	Day	Evening	Day	Evening	Day	Evening
C. Certificate - Non-Degree Programs						
Accounting	55	55	49	57	68	61
Automotive Service Specialty	15	6	17	4	25	5
Bank Operations	2	5	1	6	2	6
Bilingual Crosscultural Aide	2	0	0	0	0	0
Business Data Processing	37	24	34	35	1	0
Business Management	49	45	51	46	53	36
Child Development: Infant/Toddler	1	4	8	4	7	6
Clothing Demonstrator	0	0	0	0	0	0
Construction Technology	34	15	21	14	8	10
Consumer Finance Admn: Basic	2	0	2	0	1	0
Consumer Finance Admn: Interm	0	0	0	0	0	0
Consumer Finance Admn: Adv	0	1	0	0	0	0
Credit and Lending	0	5	0	2	1	1
Digital Electronics	3	1	4	1	3	2
Drafting, Architectural	11	9	16	5	18	5
Drafting, Industrial	16	15	9	23	14	14
Dressmaking/Alterations	1	0	2	6	1	0
Electronics	37	10	51	13	50	10
Electronics, Technical	41	10	54	12	54	11
Family Studies	0	0	1	0	0	0
Fashion Design	11	2	15	3	9	1
Fashion Merchandising	12	1	11	3	10	4
Interior Design	50	21	44	16	36	23
Legal Secretarial Science	14	6	14	5	8	6
Machine Shop	22	16	16	13	17	9
Nursery School Administration	2	4	9	3	8	2
Nursery School Teacher	27	7	11	18	22	8
Office Procedures	7	1	6	2	3	1
Ornamental Horticulture	5	6	5	11	4	4
Police Science	18	19	13	6	30	19
Printing Technology	18	19	26	21	20	16
Purchasing Management	3	38	3	40	2	32
Quality Assurance	1	3	0	8	2	4
Real Estate	16	54	13	37	3	12
Real Estate Escrow	5	9	3	7	1	0
Samplemaker	0	0	0	0	1	0
Secretarial Science	19	17	12	13	10	7
Travel Agency Management	13	18	10	30	11	17
Welding Technology	14	7	8	8	41	31
Word Processing	0	0	0	0	0	0
Total Certificate	563	453	539	472	544	363
Total Undecided	5,262	3,916	6,112	4,393	6,251	3,136

GRADES	ENROLL	% OF ENROLL	ENROLL	% OF ENROLL	ENROLL	% OF ENROLL
III. GRADE DISTRIBUTIONS FOR SPRING						
	1980		1981		1982	
	49,155		52,054		56,118	
A	11,238	22.9	12,193	23.4	12,566	22.4
B	9,969	20.3	10,433	20.0	11,230	20.0
C	7,314	14.9	7,613	14.6	8,635	15.4
D	1,694	3.4	1,844	3.5	2,135	3.8
F	2,236	4.5	2,356	4.5	2,828	5.0
CR	762	1.6	839	1.6	1,177	2.1
NCR	463	0.9	610	1.2	1,596	2.8
I	809	1.6	894	1.7	672	1.2
IP	514	1.0	567	1.1	1,283	2.3
W	14,156	28.8	14,705	28.2	13,984	24.9
RD	0	0.0	0	0.0	11	0.1

GRADE DISTRIBUTION FOR SPRING 1982 - By Division

GRADES	DAY ENROLL	% OF ENROLL	EVENING ENROLL	% OF ENROLL	TOTAL ENROLL	% OF ENROLL
A. Business						
	5,322		4,570		9,892	
A	914	17.2	1,083	23.7	1,997	20.2
B	982	18.5	1,023	22.4	2,005	20.3
C	874	16.4	545	11.9	1,419	14.3
D	266	5.0	99	2.2	365	3.7
F	347	6.5	208	4.6	555	5.6
CR	14	0.3	59	1.3	73	0.7
NCR	16	0.3	37	0.8	53	0.5
I	84	1.6	72	1.6	156	1.6
IP	110	2.1	0	0.0	110	1.1
W	1,715	32.2	1,444	31.6	3,159	31.9
RD	0	0.0	0	0.0	0	0.0

GRADES	ENROLL	% OF ENROLL	ENROLL	% OF ENROLL	ENROLL	% OF ENROLL
B. Communications						
	840		367		1,207	
A	239	28.5	84	22.9	323	26.8
B	185	22.0	78	21.3	263	21.8
C	115	13.7	49	13.4	164	13.6
D	43	5.1	13	3.5	56	4.6
F	53	6.3	20	5.4	73	6.0
CR	0	0.0	3	0.8	3	0.2
NCR	10	1.2	9	2.5	19	1.6
I	10	1.2	2	0.5	12	1.0
IP	0	0.0	0	0.0	0	0.0
W	185	22.0	109	29.7	294	24.4
RD	0	0.0	0	0.0	0	0.0
C. Fine Arts						
	3,947		1,902		5,849	
A	1,131	28.7	545	28.7	1,676	28.7
B	866	21.9	331	17.4	1,197	20.5
C	477	12.1	190	10.0	667	11.4
D	130	3.3	44	2.3	174	3.0
F	287	7.3	166	8.7	453	7.7
CR	43	1.1	22	1.2	65	1.1
NCR	10	0.3	72	3.8	82	1.4
I	55	1.4	37	1.9	92	1.6
IP	78	2.0	0	0.0	78	1.3
W	870	22.0	495	26.0	1,365	23.3
RD	0	0.0	0	0.0	0	0.0
D. Home Economics						
	1,414		628		2,042	
A	325	23.0	169	26.9	494	24.2
B	372	26.3	130	20.7	502	24.6
C	208	14.7	45	7.2	253	12.4
D	78	5.5	13	2.1	91	4.5
F	140	9.9	47	7.5	187	9.2
CR	14	1.0	21	3.3	35	1.7
NCR	19	1.3	12	1.9	31	1.5
I	13	0.9	6	1.0	19	0.9
IP	0	0.0	0	0.0	0	0.0
W	245	17.3	174	27.7	419	20.5
RD	0	0.0	11	1.8	11	0.5

GRADES	ENROLL	% OF ENROLL	ENROLL	% OF ENROLL	ENROLL	% OF ENROLL
E. Humanities						
	5,214		1,663		6,877	
A	875	16.8	274	16.5	1,149	16.7
B	1,363	26.1	393	23.6	1,756	25.5
C	988	18.9	191	11.5	1,179	17.1
D	217	4.2	24	1.4	241	3.5
F	177	3.4	55	3.3	232	3.4
CR	56	1.1	59	3.5	115	1.7
NCR	210	4.0	93	5.6	303	4.4
I	56	1.1	13	0.8	69	1.0
IP	2	0.1	0	0.0	2	0.1
W	1,270	24.4	561	33.7	1,831	26.6
RD	0	0.0	0	0.0	0	0.0
F. Library						
	338		17		355	
A	15	4.4	8	47.1	23	6.5
B	2	0.6	0	0.0	2	0.6
C	1	0.1	0	0.0	1	0.3
D	0	0.0	0	0.0	0	0.0
F	1	0.1	0	0.0	1	0.3
CR	181	53.6	0	0.0	181	51.0
NCR	97	28.7	0	0.0	97	27.3
I	0	0.0	0	0.0	0	0.0
IP	0	0.0	0	0.0	0	0.0
W	41	12.1	9	52.9	50	14.1
RD	0	0.0	0	0.0	0	0.0
G. Life Science						
	2,514		860		3,374	
A	454	18.1	293	34.1	747	22.1
B	501	19.9	170	19.8	671	20.0
C	610	24.3	146	17.0	756	22.4
D	150	6.0	20	2.3	170	5.0
F	141	5.6	39	4.5	180	5.3
CR	11	0.4	0	0.0	11	0.3
NCR	33	1.3	0	0.0	33	1.0
I	48	1.9	15	1.7	63	1.9
IP	0	0.0	0	0.0	0	0.0
W	566	22.5	177	20.6	743	22.0
RD	0	0.0	0	0.0	0	0.0

GRADES	ENROLL	% OF ENROLL	ENROLL	% OF ENROLL	ENROLL	% OF ENROLL
H. Mathematics and Engineering						
	2,243		1,305		3,548	
A	398	17.7	235	18.0	633	17.8
B	536	23.9	259	19.8	795	22.4
C	464	20.7	199	15.2	663	18.7
D	171	7.6	68	5.2	239	6.7
F	138	6.2	89	6.8	227	6.4
CR	0	0.0	0	0.0	0	0.0
NCR	0	0.0	0	0.0	0	0.0
I	5	0.2	6	0.5	11	0.3
IP	0	0.0	0	0.0	0	0.0
W	531	23.7	449	34.4	980	27.6
RD	0	0.0	0	0.0	0	0.0
I. Physical Education						
	4,950		2,056		7,006	
A	2,020	40.8	1,014	49.3	3,034	43.3
B	571	11.5	288	14.0	859	12.3
C	223	4.5	147	7.1	370	5.3
D	30	0.6	14	0.7	44	0.6
F	84	1.7	62	3.0	146	2.1
CR	202	4.1	0	0.0	202	2.9
NCR	713	14.4	0	0.0	713	10.2
I	14	0.3	6	0.3	20	0.3
IP	0	0.0	0	0.0	0	0.0
W	1,093	22.1	525	25.5	1,618	23.1
RD	0	0.0	0	0.0	0	0.0
J. Physical Science						
	1,525		591		2,116	
A	231	15.1	143	24.2	374	17.7
B	353	23.1	142	24.0	495	23.4
C	409	26.8	122	20.6	531	25.1
D	76	5.0	17	2.9	93	4.4
F	80	5.2	32	5.4	112	5.3
CR	22	1.4	1	0.2	23	1.1
NCR	21	1.4	5	0.8	26	1.2
I	13	0.9	8	1.4	21	1.0
IP	0	0.0	0	0.0	0	0.0
W	320	21.0	121	20.5	441	20.8
RD	0	0.0	0	0.0	0	0.0

GRADES	ENROLL	% OF ENROLL	ENROLL	% OF ENROLL	ENROLL	% OF ENROLL
K. Social Science						
	5,354		1,644		6,998	
A	643	12.0	234	14.2	877	12.5
B	1,135	21.2	340	20.7	1,475	21.1
C	1,379	25.8	353	21.5	1,732	24.7
D	399	7.5	54	3.9	463	6.6
F	365	6.8	87	5.3	452	6.5
CR	49	0.9	45	2.7	94	1.3
NCR	47	0.9	49	3.0	96	1.4
I	114	2.1	27	1.6	141	2.0
IP	0	0.0	0	0.0	0	0.0
W	1,223	22.8	445	27.1	1,668	23.8
RD	0	0.0	0	0.0	0	0.0
L. Student Development						
	386		290		676	
A	39	10.1	47	16.2	86	12.7
B	5	1.3	10	3.4	15	2.2
C	2	0.5	0	0.0	2	0.3
D	0	0.0	0	0.0	0	0.0
F	3	0.8	0	0.0	3	0.4
CR	222	57.5	117	40.3	339	50.1
NCR	49	12.7	88	30.3	137	20.3
I	3	0.8	1	0.3	4	0.6
IP	0	0.0	0	0.0	0	0.0
W	63	16.3	27	9.3	90	13.3
RD	0	0.0	0	0.0	0	0.0
M. Technical Education						
	4,311		1,867		6,178	
A	755	17.5	398	21.3	1,153	18.6
B	764	17.7	431	23.1	1,195	19.3
C	576	13.4	322	17.2	898	14.5
D	140	3.2	59	3.2	199	3.2
F	95	2.2	112	6.0	207	3.4
CR	6	0.1	30	1.6	36	0.6
NCR	1	0.1	5	0.3	6	0.1
I	33	0.8	31	1.7	64	1.0
IP	1,067	24.8	26	1.4	1,093	17.7
W	874	20.3	453	24.3	1,327	21.5
RD	0	0.0	0	0.0	0	0.0

GRADES	ENROLL	% OF ENROLL	ENROLL	% OF ENROLL	ENROLL	% OF ENROLL
N. All College						
	38,358		17,760		56,118	
A	8,039	21.0	4,527	25.5	12,566	22.4
B	7,635	19.9	3,595	20.2	11,230	20.0
C	6,326	16.5	2,309	13.0	8,635	15.4
D	1,700	4.4	435	2.4	2,135	3.8
F	1,911	5.0	917	5.2	2,828	5.0
CR	820	2.1	357	2.0	1,177	2.1
NCR	1,226	3.2	370	2.1	1,596	2.8
I	448	1.2	224	1.3	672	1.2
IP	1,257	3.3	26	0.1	1,283	2.3
W	8,996	23.5	4,989	28.1	13,985	24.9
RL	0	0.0	0	0.1	11	0.1

NORTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT

1000 N. Lemon Street • Fullerton, California 92634 • (714) 871-4030

INTRADISTRICT CORRESPONDENCE

To: Administrators, Teachers, and Student Services

From: Vivian Fuller

Date: March 16, 1983

Subject: Spring Semester Active Enrollment Report

The attached report is generated from Active Enrollment statistics as of February 28, which was the beginning of the 1st Census Week. The Active Enrollment on this date was 19,340, a 4% decrease from last year. The Active Enrollment total at the beginning of the 1st Census Week Spring Semester 1982 was 20,060.

There was a 4% drop-out prior to the Census Week (first three weeks) this semester compared to 4% drop-out during the same time last year.

If there are other areas which you feel could be reported and/or studied, please contact me.

NORTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT

FULLERTON COLLEGE

Fullerton College Statistical Report of Enrollment as of February 28, 1983

I. ENROLLMENT HISTORY FOR SPRING SEMESTERS - 1ST CENSUS DATE

	Day	Evening	Total
1980	9,805	8,080	17,885
1981	11,281	7,112	18,393
1982	12,591	7,469	20,060
1983	13,091	6,249	19,340

	Spring 1981		Spring 1982		Spring 1983	
	Day	Evening	Day	Evening	Day	Evening
II. ADMISSION CLASSIFICATION						
A. First Time	Not Available		1,280	905	1,121	548
B. Continuing			8,592	3,463	9,284	3,198
C. Returning			1,085	1,260	1,113	1,094
D. Returning - Transfer			466	505	423	411
E. Transfer			1,168	1,336	1,140	998
Total Enrollment			12,591	7,469	13,091	6,249
III. RESIDENCE BY ZIP CODE						
A. Orange County						
1. Anaheim						
92801	424	346	452	304	456	257
92802	261	178	262	170	249	115
92803	11	9	7	6	8	8
92804	370	255	339	237	343	174
92805	536	381	590	393	615	348
92806	551	412	584	385	567	319
92807	474	296	568	336	661	261
Total Anaheim	2,627	1,877	2,802	1,831	2,899	1,482
2. Brea						
92621	691	423	802	477	820	353
3. Buena Park						
90620	196	108	206	132	215	96
90621	256	153	265	169	254	149
90623	37	14	33	23	45	16
Total Buena Park	491	275	504	324	514	261
4. Corona Del Mar						
92625	3	0	3	1	2	0
5. Costa Mesa						
92626	2	1	8	8	8	8
92627	5	4	3	4	6	7
Total Costa Mesa	7	5	11	12	14	15

	Spring 1981 Day	Spring 1981 Evening	Spring 1982 Day	Spring 1982 Evening	Spring 1983 Day	Spring 1983 Evening
RESIDENCE BY ZIP CODE (Con't)						
6. Cypress						
90630	71	33	54	28	49	22
7. El Toro						
92630	6	3	4	3	5	3
8. Fountain Valley						
92708	6	3	12	3	8	1
9. Fullerton						
92631	1,053	678	1,244	741	1,208	639
92632	487	340	576	333	556	305
92633	835	514	859	522	932	473
92634	47	14	31	22	37	21
92635	618	310	674	346	632	287
92636	0	3	2	1	2	4
92637	0	0	2	1	2	0
92638	1	1	1	0	0	0
Total Fullerton	3,041	1,860	3,389	1,966	3,369	1,729
10. Garden Grove						
92640	88	64	77	43	87	46
92641	37	16	34	26	41	20
92642	0	0	1	3	2	0
92643	11	11	19	17	23	17
92644	7	1	6	11	13	5
92645	6	3	4	3	4	2
Total Garden Grove	149	95	141	103	170	90
11. Huntington Beach						
92646	4	4	2	6	7	2
92647	8	2	4	6	6	6
92648	2	4	0	3	1	4
92649	0	1	1	2	2	3
Total Huntington Beach	14	11	7	17	16	15
12. Irvine						
92650	0	0	0	1	0	0
92713	0	0	0	0	1	1
92714	7	5	13	6	9	6
92715	2	1	1	1	4	6
92716	0	1	0	0	0	0
92717	0	0	0	1	0	0
Total Irvine	9	7	14	9	14	13
13. Laguna Beach						
92651	3	2	4	0	4	1
92653	0	0	2	1	5	2
Total Laguna Beach	3	2	6	1	9	3
14. Laguna Niguel						
92677	1	0	2	4	0	0
15. La Habra						
90631	991	594	1,042	620	1,158	535

	Spring 1981 Day	Spring 1981 Evening	Spring 1982 Day	Spring 1982 Evening	Spring 1983 Day	Spring 1983 Evening
RESIDENCE BY ZIP CODE (Con't)						
16. Los Alamitos						
90720	6	0	3	4	7	2
17. Midway City						
92655	0	2	1	1	1	2
18. Mission Viejo						
92690	1	0	0	0	0	0
92691	3	4	3	2	5	4
92692	0	0	1	1	2	0
Total Mission Viejo	4	4	4	3	7	4
19. Newport Beach						
92660	1	0	6	1	3	2
92661	1	2	5	1	1	1
92662	1	1	2	3	1	1
92663	3	2	2	4	3	1
Total Newport Beach	6	5	15	9	8	5
20. Orange						
92665	153	81	193	90	185	70
92666	17	23	32	26	27	16
92667	261	83	320	98	320	81
92668	29	27	44	33	48	28
92669	58	21	61	33	83	30
Total Orange	518	235	650	280	663	225
21. Placentia						
92670	877	581	1,000	600	1,026	479
22. San Clemente						
92672	3	1	3	0	0	2
23. San Juan Capistrano						
92675	2	0	0	0	0	0
24. Santa Ana						
92701	12	9	29	13	25	11
92702	0	0	0	1	0	1
92703	9	4	10	8	16	4
92704	13	7	14	5	14	4
92705	35	11	36	23	37	18
92706	14	11	16	12	16	6
92707	7	1	9	8	6	4
92709	0	2	0	0	0	1
92710	0	0	0	1	1	0
Total Santa Ana	90	45	114	71	115	49
25. Seal Beach						
90740	1	4	2	1	1	2
26. Stanton						
90680	29	12	29	13	22	

	Spring 1981 Day	Spring 1981 Evening	Spring 1982 Day	Spring 1982 Evening	Spring 1983 Day	Spring 1983 Evening
RESIDENCE BY ZIP CODE (Con't)						
27. Surfside 90742	0	0	1	0	0	0
28. Villa Park 92680	27	26	28	33	46	26
29. Westminster 92683	7	15	23	12	17	14
30. Yorba Linda 92686	608	437	729	395	765	349
Total Orange County	10,288	6,555	11,395	6,821	11,725	5,688
B. Outside of Orange County	993	557	1,196	648	1,366	561
Total	11,281	7,112	12,591	7,469	13,091	6,249
IV. LAST HIGH SCHOOL ATTENDED						
A. Orange County						
1. Within North Orange County Community College District						
Anaheim	330	207	374	229	391	176
Brea Olinda	317	113	364	116	383	103
Brea Olinda Continuation	0	1	1	2	2	0
Buena Park	192	95	187	111	218	93
Cypress	41	20	38	10	51	13
El Camino Continuation	40	8	40	13	59	15
El Dorado	383	148	434	152	481	164
Esperanza	227	67	306	97	369	70
Fullerton	523	264	595	275	561	236
Garden Grove	71	58	63	53	67	33
Gilbert Continuation	19	6	17	7	22	4
Katella	347	141	378	160	396	111
Kennedy	97	53	85	57	102	47
La Habra	318	176	418	136	463	131
La Vista Continuation	132	49	151	40	144	47
Loara	224	116	235	121	246	82
Los Alamitos	15	15	15	13	19	12
Lowell	315	108	236	118	168	89
Magnolia	93	77	105	58	90	56
No. Orange Co. Adult Ed	33	31	41	30	38	18
Savanna	149	101	170	113	160	82
Sonora	357	136	369	153	464	115
Sunny Hills	472	176	514	182	533	170
Troy	506	209	577	221	592	171
Valencia	268	121	306	124	283	115
Western	94	65	89	62	97	42
Total Within NOCD	5,563	2,561	6,108	2,653	6,399	2,195

	Spring 1981 Day	Spring 1981 Evening	Spring 1982 Day	Spring 1982 Evening	Spring 1983 Day	Spring 1983 Evening
LAST HIGH SCHOOL ATTENDED (Con't)						
2. Outside NOCD by Districts						
Capistrano	6	12	17	3	19	10
Garden Grove	154	132	167	111	142	93
Huntington Beach	58	57	61	57	67	60
Irvine	5	2	1	0	3	0
Laguna Beach	2	3	6	4	10	4
Newport-Mesa	33	19	33	17	31	25
Orange	660	248	802	246	898	237
Saddleback	17	9	20	16	22	6
Santa Ana	47	38	49	53	60	46
Tustin	79	48	88	49	115	34
Private High Schools	339	132	368	126	385	111
Unclassified	4	4	3	0	12	5
Total Outside NOCD	1,404	704	1,615	682	1,764	631
Total Within Orange Co.	6,967	3,265	7,723	3,335	8,163	2,826
B. Los Angeles County	1,628	1,385	1,796	1,470	1,865	1,166
C. All Other California	452	406	564	485	602	384
D. Other U.S.A.	1,424	1,610	1,542	1,655	1,474	1,395
E. Out of U.S.A.	701	387	885	461	909	446
F. Undesignated	109	59	81	63	78	32
Total	11,281	7,112	12,591	7,469	13,091	6,249
V. LAST COLLEGE ATTENDED						
A. Orange County						
1. Coastline	1	13	0	1	3	8
2. Cypress	163	158	177	145	167	118
3. Golden West	47	36	58	46	44	41
4. Orange Coast	57	67	78	80	77	62
5. Saddleback	26	17	24	29	23	19
6. Santa Ana	93	97	108	88	123	96
7. Cal. State Univ. Fullerton	267	352	349	443	334	313
8. U. of Cal. Irvine	28	29	24	30	20	21
9. Chapman	13	19	13	11	4	12
10. Other Private	39	26	24	40	29	23
Total	734	814	855	913	824	713

	Spring 1981		Spring 1982		Spring 1983	
	Day	Evening	Day	Evening	Day	Evening
LAST COLLEGE ATTENDED (Con't)						
B. Other California						
1. Community Colleges	318	323	318	329	340	270
2. State Univ. and Colleges	90	155	128	168	118	134
3. U. of California	23	39	26	50	36	36
4. Private	70	124	83	123	62	78
5. Unclassified	1	2	2	2	1	3
Total	502	643	557	672	557	521
C. Other U.S.A.	203	260	220	246	177	186
D. Out of U.S.A.	49	37	61	55	42	34
Total	1,488	1,754	1,693	1,886	1,600	1,454

VI. FOREIGN STUDENTS ENROLLED WITH F-1 VISAS

Country	Men	Women	Men	Women	Men	Women
Belgium	1	0	1	0	1	0
Canada	0	1	0	0	0	1
China, People's Republic of	0	1	0	2	0	1
China, Taiwan	0	2	1	2	1	1
Cyprus	0	1	0	0	0	0
Egypt	0	0	0	0	0	1
Finland	0	0	0	0	0	2
Honduras	0	0	1	0	2	0
Hong Kong	1	2	1	0	0	0
Indonesia	2	2	1	0	1	1
Iran	9	10	13	13	6	4
Japan	0	0	1	0	1	0
Jordan	0	1	0	1	0	0
Korea	0	1	0	0	0	2
Lebanon	3	0	1	0	0	0
Macao	0	0	0	0	1	0
Nicaragua	0	1	0	2	0	1
Nigeria	0	0	0	0	1	0
Pakistan	0	0	4	1	6	1
Peru	0	0	0	0	1	0
Philippines	0	0	0	1	0	1
Saudi Arabia	2	0	3	0	2	0
Sierra Leone	1	0	0	0	0	0
Singapore	0	1	0	1	0	0
Sweden	0	1	0	0	0	0
Venezuela	2	0	1	0	0	2
Yemen Arab Republic	0	0	1	0	1	0
Total	21	24	29	23	24	18

		Spring 1981 Day	Spring 1981 Evening	Spring 1982 Day	Spring 1982 Evening	Spring 1983 Day	Spring 1983 Evening
VII.	HIGH SCHOOL GRADUATION STATUS						
	A. High School Graduate	10,243	6,451	11,388	6,811	11,867	5,717
	B. Non-Graduate	443	239	496	238	519	193
	C. Equivalency Test	219	68	261	70	293	74
	D. G.E.D.	247	174	286	196	295	161
	E. High School Student	129	180	160	154	117	104
	Total	11,281	7,112	12,591	7,469	13,091	6,249
VIII.	VETERANS STATUS						
	A. Non-Veteran	10,826	6,810	12,127	7,202	12,659	6,047
	B. Veteran Not Using Ed Benefits	5	12	2	7	1	4
	C. Veteran Using Fed. Benefits	415	286	423	254	397	196
	D. Dependent or Survivor	35	4	39	6	34	2
	Total	11,281	7,112	12,591	7,469	13,091	6,249
IX.	CLASS STANDING						
	A. Freshman	7,980	5,514	8,832	5,845	9,136	4,751
	B. Sophomore	2,311	813	2,587	789	2,592	754
	C. Other	990	785	1,172	835	1,363	744
	Total	11,281	7,112	12,591	7,469	13,091	6,249
X.	DEGREE OBJECTIVE						
	A. AA Transfer	4,169	1,329	4,540	1,504	5,176	1,602
	B. AA Vocational	923	510	1,004	511	1,106	507
	C. AA General Education	723	443	858	354	764	285
	D. Certificate	532	474	545	521	556	393
	E. One Semester	364	560	403	592	390	526
	F. Other	1,139	1,376	1,359	1,571	3,253	2,309
	C. Unknown	3,431	2,420	3,882	2,416	1,846	627
	Total	11,281	7,112	12,591	7,469	13,091	6,249
XI.	CITIZENSHIP STATUS						
	A. United States	10,268	6,680	11,346	6,990	11,714	5,749
	B. Permanent Visa	785	385	1,034	466	1,232	484
	C. F-1 Student Visa	58	6	75	2	61	5
	D. Refugee Visa	119	24	101	5	28	5
	E. Unclassified	51	17	35	6	56	6
	Total	11,281	7,112	12,591	7,469	13,091	6,249

		Spring 1981 Day	Spring 1981 Evening	Spring 1982 Day	Spring 1982 Evening	Spring 1983 Day	Spring 1983 Evening
XII.	ETHNIC CODE						
	A. American Indian or Alaskan Native	112	86	143	91	106	63
	B. Asian or Pacific Island	698	328	954	397	1,089	403
	C. Black (Non-Hispanic)	224	103	265	126	299	106
	D. Filipino	51	36	71	41	74	27
	E. Hispanic	1,107	666	1,272	727	1,368	643
	F. White (Non-Hispanic)	8,552	5,595	9,381	5,845	9,734	4,847
	G. Unclassified	537	298	505	242	421	160
	Total	11,281	7,112	12,591	7,469	13,091	6,249
XIII.	FULL OR PART-TIME						
	A. Full Time	5,149	106	5,642	111	5,736	106
	B. Part Time	6,132	7,006	6,949	7,358	7,355	6,143
	Total	11,281	7,112	12,591	7,469	13,091	6,249
XIV.	AGE						
	A. Age Groups						
	17 or under	220	167	226	125	178	79
	18 - 20	5,114	956	5,464	982	5,818	709
	21 - 24	2,616	1,730	3,044	1,776	3,279	1,595
	25 - 34	2,031	2,412	2,382	2,556	2,372	2,270
	35 - 49	959	1,331	1,094	1,428	1,074	1,173
	50 and over	341	516	381	602	370	423
	Total	11,281	7,112	12,591	7,469	13,091	6,249
	B. Average Age	24.4	30.0	24.6	30.4	24.3	30.0
XV.	SEX						
	A. Male	5,714	3,418	6,410	3,546	6,916	3,001
	B. Female	5,567	3,694	6,181	3,923	6,175	3,248
	Total	11,281	7,112	12,591	7,469	13,091	6,249
XVI.	SEMESTER UNITS						
	A. Number of Units						
	0 - 6	3,339	6,171	3,869	6,489	3,953	5,246
	7 - 11½	2,773	835	3,080	869	3,401	897
	12 - 16	4,309	106	4,726	111	4,780	106
	17 or more	860	0	916	0	957	0
	Total	11,281	7,112	12,591	7,469	13,091	6,249
	B. Average Number of Units	9.9	4.1	9.8	4.0	9.8	4.3

		Spring 1981 Day	Spring 1981 Evening	Spring 1982 Day	Spring 1982 Evening	Spring 1983 Day	Spring 1983 Evening
XVII.	HIGH SCHOOL GRADUATION YEAR						
	Before 1940	106	126	92	136	86	68
	1940 - 1950	280	451	288	451	238	305
	1951 - 1960	510	804	553	783	480	558
	1961 - 1970	1,255	1,654	1,360	1,627	1,185	1,243
	1971 - 1980	8,513	3,654	7,195	3,802	5,781	3,323
	1981	62	17	2,367	268	2,107	265
	1982	0	0	81	10	2,527	184
	1983	0	0	0	0	60	5
	1984	0	0	0	0	2	0
	1985	0	0	0	0	1	0
	Unclassified	555	406	655	392	624	298
	Total	11,281	7,112	12,591	7,469	13,091	6,249
XVIII.	MAJORS						
	A. Transfer						
	Agricultural Biology	0	0	0	1	2	0
	Agricultural Science	22	6	21	5	13	5
	Anthropology	18	7	24	5	23	11
	Architecture	116	21	107	22	127	25
	Art	183	72	185	59	183	64
	Astronomy	4	5	10	1	5	4
	Biology	86	27	76	32	100	30
	Business Administration	789	521	842	577	1,042	683
	Chemistry	17	10	24	14	24	11
	Communications	71	24	95	35	140	46
	Computer Science	143	58	241	92	391	151
	Dance	11	14	16	13	16	6
	Economics	5	7	7	1	9	8
	Education, Elementary	95	28	82	29	107	32
	Engineering	343	125	415	138	452	174
	Engineering Technology	40	18	48	19	50	21
	English	54	37	66	31	72	33
	Environmental Science	19	4	20	7	21	4
	Ethnic Studies *	2	1	6	3	0	0
	Family Studies	4	2	6	1	10	2
	Foreign Language	31	17	36	17	24	14
	Geography	2	1	6	3	5	2
	Geology	25	6	25	12	23	12
	Graphic Arts #	27	14	40	17	0	0
	History	24	12	18	13	23	15
	Home Economics	37	6	27	4	27	11
	Home Economics: Dietetics	5	4	11	0	14	7
	Home Economics: Teaching	5	3	2	7	8	2
	Horticulture, Ornamental	32	15	26	10	17	9
	Industrial Arts, Teaching	18	5	12	5	13	3
	Industrial Technology	12	14	26	17	22	18
	International Relations *	0	2	1	1	0	0

	Spring 1981		Spring 1982		Spring 1983	
	Day	Evening	Day	Evening	Day	Evening
MAJORS (Con't)						
Journalism	40	6	40	6	38	5
Latin American Studies	0	3	0	1	1	0
Liberal Arts	145	94	167	76	208	88
Mathematics	28	21	31	19	40	19
Medical Technology	16	4	15	5	0	0
Microbiology	1	3	4	8	4	4
Music, Commercial	30	14	46	16	67	23
Music, Teaching	83	27	54	21	56	15
Occupational Therapy	6	3	8	2	12	1
Philosophy	4	1	3	1	8	2
Physical Education, Teaching	90	20	75	23	68	35
Physical Therapy	53	5	69	9	72	12
Physics	20	5	17	5	13	1
Police Science	65	43	60	39	98	45
Political Science	33	11	36	10	40	9
Pre-Chiropractic	22	8	38	7	39	10
Pre-Dental Hygiene	26	13	28	8	26	8
Pre-Dentistry	34	9	42	5	37	6
Pre-Forestry	27	5	20	3	21	0
Pre-Law	83	19	74	18	95	21
Pre-Librarianship	5	5	11	12	9	3
Pre-Medicine	90	22	100	20	112	25
Pre-Nursing	138	53	142	59	170	56
Pre-Optometry	19	8	18	7	22	7
Pre-Pharmacy	11	3	17	1	18	3
Pre-Veterinary Medicine	28	4	27	3	34	7
Pre-Wildlife Management	26	4	26	4	30	2
Psychology	170	69	167	55	190	64
Radio and TV Broadcasting	77	13	98	10	69	21
Recreation	23	8	14	10	18	2
Religious Work	13	2	11	1	0	0
Sociology	48	21	44	15	48	20
Speech	6	8	5	4	0	0
Theatre Arts	80	29	69	8	47	2
Total Transfer	3,780	1,648	4,029	1,680	4,673	1,909

\# Transferred to Vocational Program

* No longer offered as an organized curriculum

	Spring 1981 Day	Spring 1981 Evening	Spring 1982 Day	Spring 1982 Evening	Spring 1983 Day	Spring 1983 Evening
B. Vocational						
Accounting	188	124	187	132	204	112
Art: Advertising Design	37	22	44	16	64	16
Automotive Service and Repair	51	9	42	16	47	11
Banking and Finance	20	31	18	35	26	17
Bilingual Cross-Cultural Aide	3	3	3	1	2	2
Biological Technology	11	1	9	1	10	1
Business Data Processing	83	53	78	53	0	0
Business Management	151	161	163	153	163	164
Child Development: Infant/Toddler	10	5	5	3	11	8
Child Development: Pre-School Years	64	30	61	36	61	41
Civil Engineering Technology	24	3	14	7	15	4
Communications	12	7	24	13	29	6
Construction Technology	54	31	49	27	40	24
Construction Technology: Drafting, Architectural	36	21	46	11	36	13
Cosmetology	172	51	174	48	178	53
Drafting, Industrial	40	44	40	40	66	46
Electronics, Technical	180	71	210	69	267	75
Fashion Design	46	7	37	8	35	10
Fashion Journalism	2	0	2	0	2	0
Fashion Merchandising	35	8	37	16	47	12
Homemaking	7	0	6	2	2	1
Horticulture: Landscape Management	13	12	22	15	56	24
Horticulture: Nursery Management	12	3	6	1	8	2
Industrial Lab Technology	5	2	4	2	4	2
Interior Design	77	29	73	30	67	34
Legal Secretarial Science	27	14	45	12	40	14
Library Technology	17	13	8	9	10	9
Machine Shop	40	28	36	16	33	15
Merchandising & Marketing Mgmt	45	30	52	28	46	16
Music, Commercial	44	32	48	19	51	11
Oceanographic Technology	24	6	34	2	27	7
Office Procedures	16	8	16	7	21	4
Optometric Technology	0	0	0	1	4	3
Police Science	65	37	57	41	92	27
Printing Technology	52	24	44	26	65	32
Purchasing Management	2	35	3	40	2	31
Radio and Television: Engineering	0	0	0	0	8	1
Radio and Television: Production	31	14	32	8	29	8
Real Estate	28	66	16	50	13	18
Real Estate Escrow	4	6	5	5	3	2
Secretarial Science	51	38	45	14	48	26
Technical Illustration	6	1	2	0	5	0
Theatre Arts	0	0	21	5	28	5
Travel Agency Management	19	15	14	22	16	19
Welding Technology	12	7	20	7	21	8
Total Vocational	1,816	1,102	1,852	1,047	2,002	934

	Spring 1981 Day	Spring 1981 Evening	Spring 1982 Day	Spring 1982 Evening	Spring 1983 Day	Spring 1983 Evening
C. Certificate - Non-Degree Programs						
Accounting	45	56	47	54	34	41
Automotive Service Specialty	17	3	20	7	22	2
Bank Operations	4	8	1	9	2	3
Basic Children's Program	0	0	0	0	0	1
Bilingual Crosscultural Aide	1	0	0	1	0	0
Business Data Processing	37	43	39	32	136	86
Business Management	50	43	37	59	47	41
Child Development: Infant/Toddler	5	2	6	4	7	6
Construction Technology	26	17	12	16	12	7
Consumer Finance Admn: Basic	4	0	2	0	1	0
Consumer Finance Admn: Adv	1	0	0	0	0	0
Credit and Lending	0	2	0	2	0	2
Digital Electronics	7	1	4	2	1	2
Drafting, Architectural	8	4	15	6	14	5
Drafting, Industrial	10	27	16	19	20	12
Dressmaking/Alterations	2	1	0	4	1	2
Electronics	52	2	45	20	40	10
Electronics, Technical	49	10	55	12	43	13
Family Studies	1	0	0	0	0	0
Fashion Design	9	3	9	2	9	3
Fashion Merchandising	7	1	11	4	10	3
Interior Design	47	11	41	17	33	11
Legal Secretarial Science	17	9	11	5	8	3
Machine Shop	20	18	19	10	11	7
Nursery School Administration	4	4	7	6	3	5
Nursery School Teacher	22	11	17	17	25	11
Office Procedures	9	1	9	2	5	0
Ornamental Horticulture	8	6	6	5	4	4
Police Science	6	20	21	19	28	10
Printing Technology	23	16	23	19	19	12
Purchasing Management	4	37	6	39	6	28
Quality Assurance	0	2	2	4	4	5
Real Estate	12	32	13	24	4	9
Real Estate Escrow	4	3	2	3	1	0
Samplemaker	0	0	0	0	1	0
Secretarial Science	17	9	18	9	11	5
Travel Agency Management	11	18	12	30	12	17
Welding Technology	13	12	11	10	5	11
Word Processing	0	0	0	0	1	0
Total Certificate	552	432	537	472	580	377
Total Undecided	5,133	3,930	6,110	4,270	5,836	3,029
Total All Majors	11,281	7,112	12,591	7,469	13,091	6,249

XIX. GRADE DISTRIBUTION FOR FALL SEMESTERS

	1980		1981		1982	
GRADES	ENROLL	% OF ENROLL	ENROLL	% OF ENROLL	ENROLL	% OF ENROLL
	55,678		57,058		58,070	
A	11,601	20.8	12,477	21.9	12,018	20.7
B	11,219	20.1	11,995	21.0	11,769	20.3
C	8,400	15.1	9,401	16.5	9,448	16.3
D	2,038	3.7	2,427	4.3	2,615	4.5
F	2,929	5.3	3,897	6.8	3,481	6.0
CR	1,405	2.5	1,357	2.4	1,687	2.9
NCR	636	1.1	1,074	1.9	1,626	2.8
I	978	1.8	905	1.6	785	1.4
W	15,880	28.5	12,145	21.3	13,343	23.0
IP	592	1.1	1,363	2.4	1,295	2.2
RD	0	0	17	0.1	3	0.0

FULLERTON COLLEGE
GRADE DISTRIBUTION FOR FALL 1983 - BY DIVISION

GRADES	DAY ENROLL	% OF ENROLL	EVENING ENROLL	% OF ENROLL	TOTAL ENROLL	% OF ENROLL
BUSINESS						
	6,169		3,986		10,155	
A	941	15.3	956	24.0	1,897	18.7
B	1,198	19.4	903	22.7	2,101	20.7
C	1,073	17.4	530	13.3	1,603	15.8
D	353	5.7	87	2.2	440	4.3
F	544	8.8	198	5.0	742	7.3
CR	0	0.0	15	0.4	15	0.1
NCR	0	0.0	39	1.0	39	0.4
I	90	1.5	82	2.1	172	1.7
IP	106	1.7	0	0.0	106	1.0
W	1,861	30.2	1,176	29.5	3,037	29.9
RD	3	0.0	0	0.0	3	0.0
COMMUNICATIONS						
	781		346		1,127	
A	187	23.9	78	22.5	265	23.5
B	179	22.9	76	22.0	255	22.6
C	157	20.1	42	12.1	199	17.7
D	37	4.7	8	2.3	45	4.0
F	48	6.1	28	8.1	76	6.7
CR	0	0.0	2	0.6	2	0.2
NCR	8	1.0	22	6.4	30	2.7
I	17	2.2	5	1.4	22	2.0
IP	0	0.0	0	0.0	0	0.0
W	148	19.0	85	24.6	233	20.7
RD	0	0.0	0	0.0	0	0.0
FINE ARTS						
	4,196		1,806		6,002	
A	1,129	26.9	607	33.6	1,736	28.9
B	952	22.7	262	14.5	1,214	20.2
C	535	12.8	133	7.4	668	11.1
D	183	4.4	41	2.3	224	3.7
F	351	8.4	145	8.0	496	8.3
CR	32	0.8	63	3.5	95	1.6
NCR	50	1.2	75	4.2	125	2.1
I	67	1.6	29	1.6	96	1.6
IP	23	0.5	0	0.0	23	0.4
W	874	20.8	451	25.0	1,325	22.1
RD	0	0.0	0	0.0	0	0.0

FULLERTON COLLEGE
GRADE DISTRIBUTION FOR FALL 1983 - BY DIVISION

GRADES	DAY ENROLL	% OF ENROLL	EVENING ENROLL	% OF ENROLL	TOTAL ENROLL	% OF ENROLL
HOME ECONOMICS						
	1,660		609		2,269	
A	345	20.8	181	29.7	526	23.2
B	429	25.8	124	20.4	553	24.4
C	250	15.1	73	12.0	323	14.2
D	121	7.3	19	3.1	140	6.2
F	165	9.9	52	8.5	217	9.6
CR	25	1.5	21	3.4	46	2.0
NCR	25	1.5	1	0.2	26	1.1
I	25	1.5	15	2.5	40	1.8
IP	0	0.0	0	0.0	0	0.0
W	275	16.6	123	20.2	398	17.5
RD	0	0.0	0	0.0	0	0.0
HUMANITIES						
	5,758		1,951		7,709	
A	781	13.6	294	15.1	1,075	13.9
B	1,473	25.6	453	23.2	1,926	25.0
C	1,119	19.4	245	12.6	1,364	17.7
D	256	4.4	64	3.3	320	4.2
F	195	3.4	98	5.0	293	3.8
CR	252	4.4	94	4.8	346	4.5
NCR	235	4.1	98	5.0	333	4.3
I	70	1.2	25	1.3	95	1.2
IP	55	1.0	0	0.0	55	0.7
W	1,322	23.0	580	29.7	1,902	24.7
RD	0	0.0	0	0.0	0	0.0
LIBRARY SCIENCES						
	324		15		339	
A	11	3.4	9	60.0	20	5.9
B	6	1.9	5	33.3	11	3.2
C	1	0.3	1	6.7	2	0.6
D	1	0.3	0	0.0	1	0.3
F	0	0.0	0	0.0	0	0.0
CR	184	56.8	0	0.0	184	54.3
NCR	80	24.7	0	0.0	80	23.6
I	0	0.0	0	0.0	0	0.0
IP	0	0.0	0	0.0	0	0.0
W	41	12.7	0	0.0	41	12.1
RD	0	0.0	0	0.0	0	0.0

FULLERTON COLLEGE
GRADE DISTRIBUTION FOR FALL 1983 - BY DIVISION

GRADES	DAY ENROLL	% OF ENROLL	EVENING ENROLL	% OF ENROLL	TOTAL ENROLL	% OF ENROLL
LIFE SCIENCES						
	2,998		670		3,668	
A	521	17.4	207	30.9	728	19.8
B	687	22.9	129	19.3	816	22.2
C	759	25.3	108	16.1	867	23.6
D	217	7.2	35	5.2	252	6.9
F	184	6.1	37	5.5	221	6.0
CR	10	0.3	0	0.0	10	0.3
NCR	4	0.1	0	0.0	4	0.1
I	38	1.3	10	1.5	48	1.3
IP	0	0.0	0	0.0	0	0.0
W	578	19.3	144	21.5	722	19.7
RD	0	0.0	0	0.0	0	0.0
MATHEMATICS AND ENGINEERING						
	2,575		1,339		3,914	
A	425	16.5	256	19.1	681	17.4
B	566	22.0	294	22.0	860	22.0
C	566	22.0	207	15.5	773	19.7
D	207	8.0	67	5.0	274	7.0
F	173	6.7	109	8.1	282	7.2
CR	0	0.0	0	0.0	0	0.0
NCR	0	0.0	0	0.0	0	0.0
I	15	0.6	11	0.8	26	0.7
IP	0	0.0	0	0.0	0	0.0
W	623	24.2	395	29.5	1,018	26.0
RD	0	0.0	0	0.0	0	0.0
PHYSICAL EDUCATION AND RECREATION						
	4,658		1,306		5,964	
A	1,961	42.1	647	49.5	2,608	43.7
B	492	10.6	181	13.9	673	11.3
C	220	4.7	69	5.3	289	4.8
D	50	1.1	19	1.5	69	1.2
F	119	2.6	57	4.4	176	3.0
CR	278	6.0	0	0.0	278	4.7
NCR	669	14.4	0	0.0	669	11.2
I	3	0.1	6	0.5	9	0.2
IP	0	0.0	0	0.0	0	0.0
W	866	18.6	327	25.0	1,193	20.0
RD	0	0.0	0	0.0	0	0.0

FULLERTON COLLEGE
GRADE DISTRIBUTION FOR FALL 1983 - BY DIVISION

GRADES	DAY ENROLL	% OF ENROLL	EVENING ENROLL	% OF ENROLL	TOTAL ENROLL	% OF ENROLL
PHYSICAL SCIENCES						
	1,509		525		2,034	
A	186	12.3	101	19.2	287	14.1
B	347	23.0	98	18.7	445	21.9
C	386	25.6	103	19.6	489	24.0
D	91	6.0	25	4.8	116	5.7
F	90	6.0	35	6.7	125	6.1
CR	31	2.1	3	0.6	34	1.7
NCR	52	3.4	23	4.4	75	3.7
I	18	1.2	12	2.3	30	1.5
IP	0	0.0	0	0.0	0	0.0
W	308	20.4	125	23.8	433	21.3
RD	0	0.0	0	0.0	0	0.0
SOCIAL SCIENCES						
	5,829		1,883		7,712	
A	723	12.4	270	14.3	993	12.9
B	1,352	23.2	376	20.0	1,728	22.4
C	1,552	26.6	407	21.6	1,959	25.4
D	456	7.8	77	4.1	533	6.9
F	377	6.5	171	9.1	548	7.1
CR	11	0.2	23	1.2	34	0.4
NCR	10	0.2	17	0.9	27	0.4
I	150	2.6	46	2.4	196	2.5
IP	0	0.0	0	0.0	0	0.0
W	1,198	20.6	496	26.3	1,694	22.0
RD	0	0.0	0	0.0	0	0.0
STUDENT DEVELOPMENT						
	725		312		1,037	
A	13	1.8	20	6.4	33	3.2
B	1	0.1	19	6.1	20	1.9
C	4	0.6	1	0.3	5	0.5
D	0	0.0	0	0.0	0	0.0
F	0	0.0	0	0.0	0	0.0
CR	506	69.8	91	29.2	597	57.6
NCR	107	14.8	94	30.1	201	19.4
I	5	0.7	1	0.3	6	0.6
IP	0	0.0	0	0.0	0	0.0
W	89	12.3	86	27.6	175	16.9
RD	0	0.0	0	0.0	0	0.0

FULLERTON COLLEGE
GRADE DISTRIBUTION FOR FALL 1983 - BY DIVISION

GRADES	DAY ENROLL	% OF ENROLL	EVENING ENROLL	% OF ENROLL	TOTAL ENROLL	% OF ENROLL
TECHNICAL EDUCATION						
	4,415		1,725		6,140	
A	794	18.0	375	21.7	1,169	19.0
B	805	18.2	362	21.0	1,167	19.0
C	573	13.0	334	19.4	907	14.8
D	120	2.7	81	4.7	201	3.3
F	194	4.4	111	6.4	305	5.0
CR	26	0.6	20	1.2	46	0.7
NCR	16	0.4	1	0.1	17	0.3
I	32	0.7	13	0.8	45	0.7
IP	1,079	24.4	32	1.9	1,111	18.1
W	776	17.6	396	23.0	1,172	19.1
RD	0	0.0	0	0.0	0	0.0
ALL COLLEGE						
	41,597		16,473		58,070	
A	8,017	19.3	4,001	24.3	12,018	20.7
B	8,487	20.4	3,282	19.9	11,769	20.3
C	7,195	17.3	2,253	13.7	9,448	16.3
D	2,092	5.0	523	3.2	2,615	4.5
F	2,440	5.9	1,041	6.3	3,481	6.0
CR	1,355	3.3	332	2.0	1,687	2.9
NCR	1,256	3.0	370	2.2	1,626	2.8
I	530	1.3	255	1.5	785	1.4
IP	1,263	3.0	32	0.2	1,295	2.2
W	6,959	21.5	4,384	26.6	13,343	23.0
RD	3	0.0	0	0.0	3	0.0

GRADE DISTRIBUTION

Year	Enroll.	I	W	% W	I.P.	R.D	Complete	%A	%B	%C	%D	%F	Cr.	N.C.
1982 Spring	56,123	672	13,984	24.9	1,283	12	40,172	22.4	20.0	15.4	3.8	5.0	2.1	2.8
1982 Fall	58,072	785	13,343	23.0	1,295	3	42,646	20.7	20.3	16.3	4.5	6.0	2.9	2.8
1983 Spring	56,071	564	14,267	25.4	951	27	40,262	22.4	20.0	15.7	4.1	5.0	1.9	2.7

APPENDIX D

COURSE DISCRIPTIONS FOR REMEDIAL AND SEQUENCE COURSES IN READING, WRITING AND MATHEMATICS

READING COURSES

51 DEVELOPEMENTAL LEARNING- Division of Student Development
Credit/ no credit option
Consultation with counselor recommended before registration. Two hours lecture and three hours of tutorial lab arrangement per week; eleven hours lecture and sixteen hours laboratory per unit required. The course structure allows for an individualized approach to learning developement for students who are in need of developing a mastery of those lower- and upper-primary level academic skills necessary for successful college preparation. Competency-based learning is the teaching strategy that will be utilized. Individual assessments and diagnosis will be conducted. 51B Individualized Learning Developement may be taken concurrently with 56A Reading Skills as it parallels main instructional units.

56A READING SKILLS- Division of Humanities
Credit/ no credit only
Prerequisite: Only open to students who have taken the College Reading Placement Test.
Three hours lecture plus two hours scheduled laboratory per week. Course is open to students whose reading placement test scores indicate a substantial need for reading improvement for success in college courses.

56B READING SKILLS- Division of Humanities
Credit/ no credit only
Prerequisite: Open only to students who have taken the College Reading Placement Test, or who have successfully completed 56A.
Two hours lecture plus one hour scheduled laboratory hour per week. Course is open to students whose reading placement test scores or reading course achievement test scores indicate a moderate need for improvement and for continued developement of reading skills necessary for success in college courses.

142 CRITICAL READING- Division of Humanities
Credit/ no credit option
Prerequisite: Reading clearance on College Reading Placement Test.
Three hours lecture plus one hour scheduled laboratory per week. This course offers the student the opportunity to increase critical reading ability. Emphasis is placed on learning strategies necessary to analyze and evaluate the validity and logic of written communication.

133 RAPID READING- Division of Humanities
Credit/ no credit option
Prerequisite: Reading clearance on College Reading Placement Test.
Two hours lecture and three hours arranged laboratory per week. Group and individual instruction designed to improve reading rate for students with average or above average reading skills. Instruction will emphasize purposeful and flexible reading techniques related to speed of comprehension. The laboratory is utilized on an individual basis to develop higher speeds in reading.

ADULT EDUCATION READING- Division of Adult Education
Designed for any student interested in improving general and specific educational skills. Provides assistance for those students experiencing difficulty in curriculum ranging from basic skills through introductory college level courses.

WRITING COURSES

55 BUSINESS ENGLISH- Division of Business
Three hours lecture per week. Intended for vocational business students who have not passed the English Placement test. Repetitive drill is provided in essentials of grammar and punctuation. Special emphasis is placed on sentence structure, good English usage, and spelling. Basic principles of letter writing are introduced. This course provides English clearance for all courses except in the case of 100 College Writing for which the student must retake and pass the English placement test at the end of the semester.

53AB GRAMMAR AND COMPOSITION FOR FOREIGN STUDENTS- Division of Humanities
Three hours lecture per week. Intended to prepare advanced non-native speakers of English for enrollment in college writing courses. 53A contains review of punctuation, grammar, sentences and paragraph writing, with special emphasis on American idioms and complex sentence structure. 53B continues assignments with emphasis on idiomatic problems and special grammatical difficulties for non-native speakers. Writing emphasis on paragraph and short theme organization. 53AB is open to students who have demonstrated a sufficient mastery of English as determined by placement testing. Successful completion of 53A allows the student to continue with 53B. Successful completion of 53B allows the student to enroll in 51 Communication or 60 Preparation for College Writing.

60 PREPARATION FOR COLLEGE WRITING- Division of Humanities
Prerequisite: Open only to students who have taken placement test.
Three hours lecture per week. Open to those who have not passed the English placement test or those who need further preparation in composition, grammar, spelling, good usage, and sentence building. This course is designed primarily for students planning to enter 100 College Writing.

51 PRACTICAL COMMUNICATIONS- Division of Humanities

Prerequisite: Satisfactory score on entrance English Examination; learning skills evaluation required.

Three hours lecture per week. A general course in the lifetime activities of reading, writing, speaking and listening. The course includes a study of semantics and logical thought processes, using readings in the essay and the short story, speeches and discussions, and written essays and reports. This course does not provide clearance for 100 College Writing.

100 COLLEGE WRITING- Division of Humanities

Prerequisite: English Clearance; Learning skills evaluation required.

Three hours lecture/discussion per week. Introductory course in composition. The emphasis is primarily upon clear, effective expression in the writing of essays and a research paper and, secondarily, upon the analysis of essays and other literary works.

102 INTRODUCTION TO LITERATURE- Division of Humanities

Prerequisite: 100 College Writing

Three hours lecture per week. This course is a continuation of 100 College Writing. Composition work is similar to that of the first semester course with the exception that the subject of composition concerns literary work. Readings include the novel, the play, and the poem.

111 BUSINESS COMMUNICATIONS- Division of Humanities

Prerequisite: English clearance or 55 Business English with a "C" or better. Learning skills evaluation required.

Three hours lecture per weeek. Provides instruction and practice in writing business letters, inter-office memoranda, and reports. English usage and mechanics and appearnce are stressed. Included are letters of inquiry, order and acknowledgement sales, application, claim and adjustment collection. Two short reports and one original research report are required. The human relations aspect in business communication underlies each section of study.(Typing ability recommended.)

ADULT EDUCATION WRITING- Division of Adult Education

Designed for any student interested in improving general and specific educational skills. Provides assistance for those students experiencing difficulty in curriculum ranging from basic skills through introductory college level courses.

MATH COURSES

51 BASIC BUSINESS MATHEMATICS- Division of Business

Prerequisite: Learning skills evaluation required.

Three hours lecture per week. Consists of a review of the fundamentals of addition, subtraction, multiplication, division, fractions, decimals, interest and business papers. Drill is provided to improve accuracy and speed. Required of all majors in the Business Division who lack proficiency in basic mathematics as determined by examination.

151 BUSINESS MATHEMATICS- Division of Business

Prerequsite: Passing score on the mathematics proficiency test or completion of a course in college mathematics with a grade of "C" or better. 51 Basic Business Mathematics is strongly recommended for students not meeting the prerequisite; Learning skills evaluation required.

Three hours lecture per week. Reviews the essentials of business in fundamental computation and problem solving. Includes problems in interest and bank discount, taxation, business ownership, retailing, anuities, sinking funds, compound interest, and amortization. 151 Business Mathematics or 251 Finite Business Mathematics is recommended of all majors in the Business Division.

10 COLLEGE ARITHMETIC, NON-TUTORIAL- Division of Mathematics

Four hours of lecture per week. An intensive review on the fundamentals of arithmetic. Topics include an introduction to the metric system, the arithmetic of denominate numbers, and basic geometry.

10T COLLEGE ARITHMETIC, TUTORIAL- Division of Mathematics

Four hours classroom and one hour tutorial per week. Intensive review and drill on the fundamentals of arithmetic. Topics include an introduction to the metric system, the arithmetic of denominate numbers, and basic geometry.

20 ELEMENTARY ALGEBRA, NON-TUTORIAL- Division of Mathematics

Prerequisite: Satisfactory score on the mathematics proficiency test or completion of a course in college mathematics with a grade of "C" or better. 10 College Arithmetic is recommended for students not meeting the prerequisite; Learning skills evaluation required.

Four hours lecture per week. An introduction to the methods and language of algebra, properties of numbers, fractions, factoring, solving and graphing linear and quadratic equations and inequalities, polynomials, and rational algebraic expressions.

20T ELEMENTARY ALGEBRA, TUTORIAL- Division of Mathematics

Prerequisite: Satisfactory score on the mathematics proficiency test or completion of a course in college mathematics with a grade of "C" or better. 10 College Arithmetic is recommended for students not meeting the prerequisite; Learning skills evaluation required.

Four hours lecture and one hour tutorial per week. Audio-tutorial method of learning elementary algebra. This method utilizes a book uniquely designed to correlate with audio tapes.

30 PLANE GEOMETRY- Division of Mathematics

Prerequisite: 20 or 20T Elementary Algebra or equivalent with a grade of "C" or better.

Four hours lecture per week. Includes elementary logic, deductive reasoning, congruent triangles, parallel lines and parallelograms, circles, ratio, proportion, similar polygons, geometric constructions, and coordinate geometry. Examples from three space are used in selected topics.

110 INTERMEDIATE ALGEBRA, NON-TUTORIAL- Division of Mathematics

Prerequisite: 20 or 20T Elementary Algebra with a grade of "C" or better or Elementary Algebra in high school with a grade of "B" or better.

Four hours lecture per week. This course includes a postulational approach to the number system, sets, products, and factoring, exponents and radicals, fractions, functions and graphs, linear and quadratic equations, linear inequalities, binomial formula, sequences and series, logarithms, and related topics at an intermediate level. Hand calculators will be used for selected topics.

110T INTERMEDIATE ALGEBRA, TUTORIAL- Division of Mathematics

Prerequisite: 20 or 20T Elementary Algebra with a grade of "C" or better or Elementary Algebra in high school with a grade of "B" or better.

Four hours classroom and one hour arranged tutorial per week. This course includes a study of the real numbers system, sets, products and factoring, exponents and radicals, fractions, functions and graphs, linear and quadratic equations, systems of linear equations, linear inequalities, conic sections, variation binomial theorem, logarithms, and related topics at an intermediate level. Hand calculators will be used for selected topics.

80 RELATED MATHEMATICS- Division of Technical Education

Three hours lecture per week in self-pacing exercises covering the fundamentals of arithmetical operations with whole numbers, fractions, decimals, percent, and denominate numbers. Emphasizes the working of practical problems from all technical fields.

181A TECHNICAL MATHEMATICS- Division of Technical Education

Prerequisite: Satisfactory score on basic mathematics test or 10 College Arithmetic or 80 Related Mathematics; learning skills evaluation required.

Three hours lecture per week. The use of elementary algebra, geometry, and right triangle trigonometry in the solution of practical problems related to trade and technical areas. Emphasizes the use of electronic calculators to do the computation.

181B TECHNICAL MATHEMATICS- Division of Technical Education

Prerequisite: 181A Technical Mathematics or equivalent. Learning skills evaluation required.

Three hours lecture per week. The study of more advanced algebra and trigonometry in the solution of technical problems.

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